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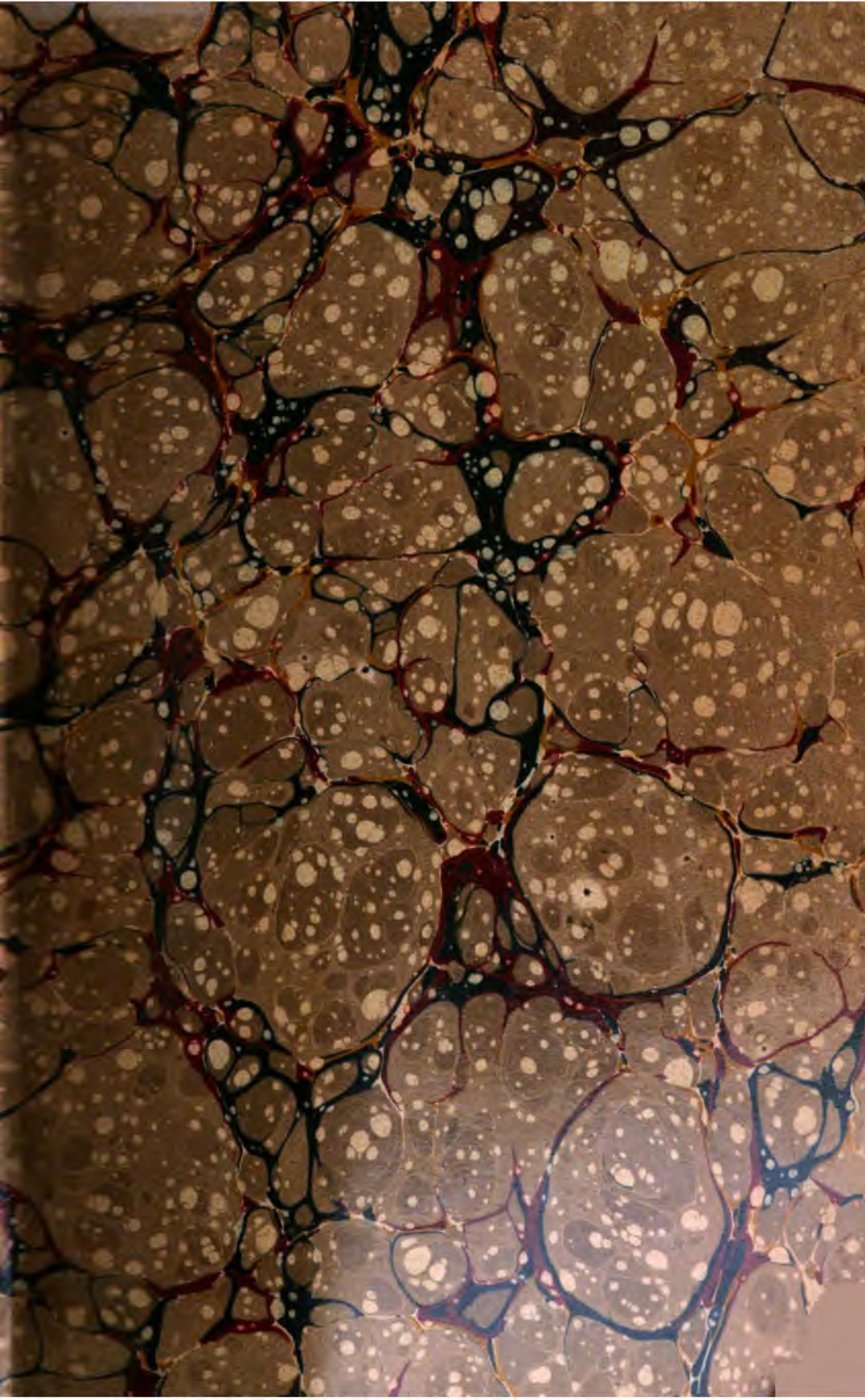
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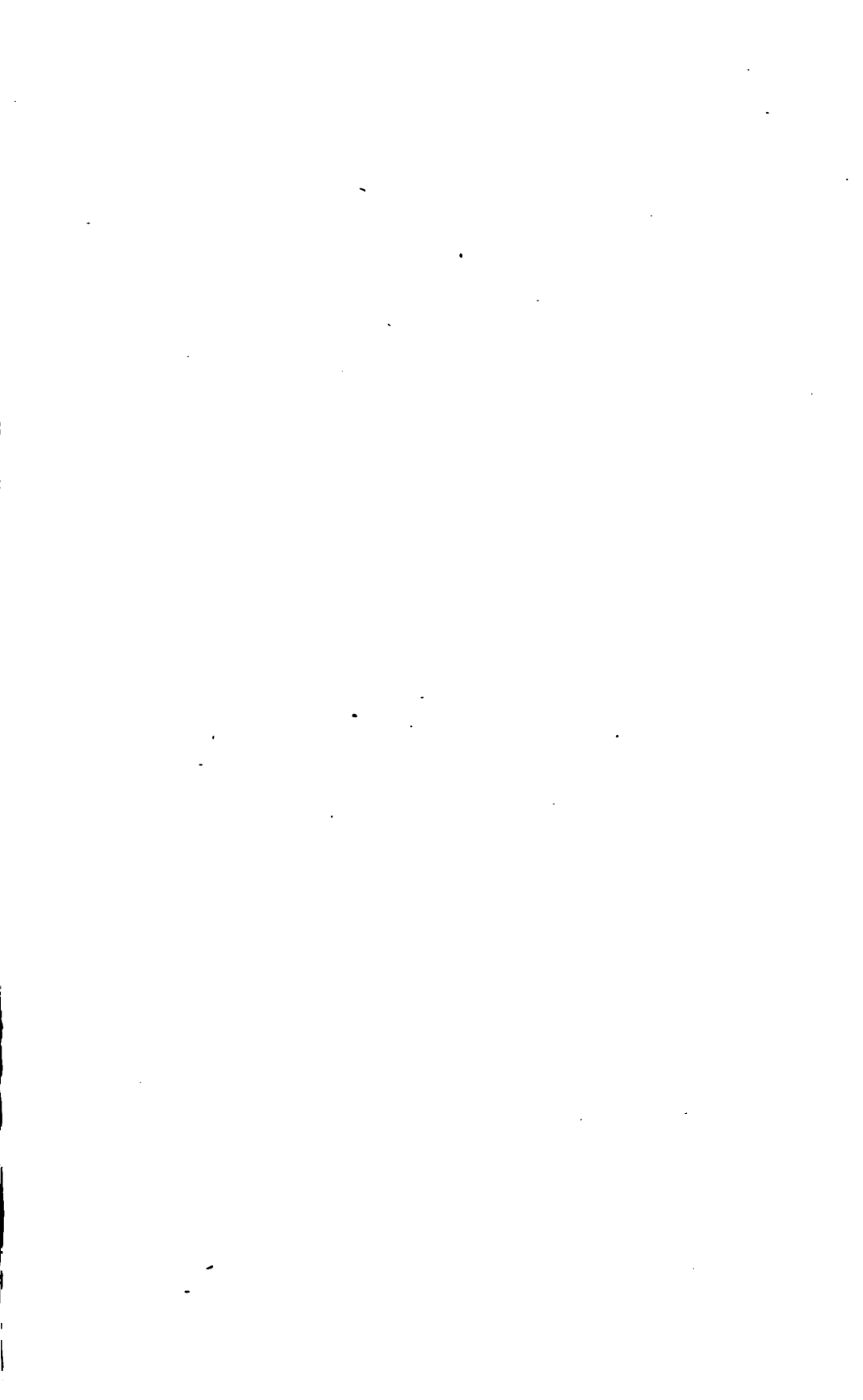


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VOLUME 12.

EDUCATIONAL SYSTEMS OF THE CHIEF CROWN COLONIES
AND POSSESSIONS OF THE BRITISH EMPIRE, INCLUDING
REPORTS ON THE TRAINING OF NATIVE RACES.

PART I.

WEST INDIES AND CENTRAL AMERICA: ST. HELENA:
CYPRUS AND GIBRALTAR.

Presented to both Houses of Parliament by Command of His Majesty.



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PREFATORY NOTE TO VOLUMES 12, 13, 14
OF
SPECIAL REPORTS ON EDUCATIONAL SUBJECTS.

In the letters introductory to Volumes 4 and 5 of this Series of Reports on Educational Subjects, which dealt with the educational systems of the self-governing Colonies of the British Empire, the hope was expressed that at some future date it might be found possible to supplement those volumes by the publication of reports upon the educational systems of certain minor colonies and dependencies of the Empire. With the issue of the three volumes now published simultaneously this hope has been realised in a larger measure than was at first contemplated. The number of colonies reporting is greater than originally suggested, and the official reports which set forth the action taken by Government in relation to education have been supplemented by a collection of papers dealing with the efforts of missionary bodies to provide educational facilities for the native races among whom they are working.

Through the co-operation of the Colonial Office a circular letter requesting official information and suggesting certain heads of enquiry was addressed to the authorities of the following twenty-five colonies and dependencies:—Bahamas, Barbados, Leeward Islands, Windward Islands, Trinidad and Tobago, British Honduras, Bermuda, St. Helena, Cyprus, Gibraltar, Gambia, Gold Coast Colony, Lagos, Sierra Leone, Southern Nigeria, Basutoland, Orange River Colony, Transvaal Colony, Mauritius, Seychelles, Federated Malay States, Straits Settlements, Hong Kong, Fiji, and the Falkland Islands. Replies have been received from twenty-one of these colonies.

Application was also made to the British South Africa Company and to the British North Borneo Company for information concerning Southern Rhodesia and British North Borneo and Labuan respectively. The British South Africa Company requested their former Inspector, Mr. H. E. D. Hammond, to prepare the report, which is published in Volume 13. The Chairman of the British North Borneo Company forwarded to the Board of Education a letter from the Governor stating that the only schools in the Colony were those maintained by the Mission of the Roman Catholic Church* and of the Society for the Propagation of the Gospel in Foreign Parts and assisted by small Government Grants. The Board desire to acknowledge

* Some information about the work of the Roman Catholic Mission in Borneo will be found in the paper on Industrial Education in Catholic Missions which appears in Volume 14.

with gratitude their indebtedness to the officials of these two Chartered Companies for the supply of this desired information.

In order to give greater completeness to this record of the experience gained through the action of the State in relation to the education of native races, a request was addressed to the Foreign Office asking that the Board might be favoured with information as to the educational conditions prevailing in the following Protectorates, which were under the administration of that office, viz., East Africa Protectorate, Central Africa Protectorate, and Uganda. Replies regarding the East Africa Protectorate and Uganda are published in Volume 13. H.M. Commissioner and Consul General for British Central Africa replied that the time had not yet arrived for the establishment of any general system of native education in the Protectorate, and added that such education as was carried on was mostly in the hands of the various missions.

Before communicating with the Foreign Office the Board had realised the important part played by mission bodies of various denominations and nationalities in the education of the native race within the Empire, and had already approached many of the societies engaged in the prosecution of this work with a request for some statement as to the results of their experience. While the Board regret that from a variety of causes many promises of help from individuals and societies whose co-operation would have greatly added to the fulness and value of the present record have remained unfulfilled, they feel satisfaction in being able to publish the interesting series of papers which are included in these volumes, and they take this opportunity of offering their thanks to those persons who have assisted them. It will be noticed that four of the papers contain information about educational work undertaken by missions in India. It will, of course, be realised by all readers that these reports do not present an exhaustive account of the provision made in that great dependency for the education and training of natives for industrial and agricultural pursuits. Each of the provinces and chief native states of India has its own organised system of public education, which provides not only places of general education, but also many technical institutions admirably adapted to satisfy the needs of an industrial population. Further information as to these will be found in the Fourth Quinquennial Review (Progress of Education in India, 1897-1898-1901-1902, 2 volumes, Cd. 2181, 2182) issued by the India Office in 1904, and in the annual reports on education issued by the various provinces.

In conclusion, the Board desire to express their cordial thanks to the officials of the colonies, who have so kindly undertaken the preparation of the reports now published.

Office of Special Enquiries and Reports,

January 1905.

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THE SYSTEM OF EDUCATION IN THE BAHAMAS.*

I. INTRODUCTION.

The Bahamas are the most northerly of the British West Indian Colonies, and comprise about twenty inhabited islands, having a total area of 4,468 square miles, or about half that of Wales.

It was at San Salvador, one of the islands of this group, that Columbus first landed in the New World. Some few years later all the Carib inhabitants of these islands were transported to Cuba to work in the Spanish mines. For a considerable time the islands remained deserted. In the seventeenth century desultory attempts were made at settlement. Charles II. granted them to a proprietary body in 1670, but no system of regular government appears to have been introduced by them. In 1680 Lord Albemarle established a settlement, which was very soon afterwards destroyed by the Spaniards. None of the colonising powers of the old world made their occupation really effective, and these islands became the home of pirates. Order was finally introduced by the English, and the possession of these islands was confirmed to this nation by the Treaty of Versailles in 1783.

II. GOVERNMENT OR BOARD SCHOOLS.

Very little can be learned from materials now available of the state of education in these islands prior to 1847. There was, however, some sort of public elementary school system under the control of the Governor and a Board of Education consisting of five members appointed by him. A secretary was employed, who, in addition to his other duties, was supposed to visit the five schools in New Providence once a month, and those on the Outislands, apparently varying between fifteen and twenty, once a year. As he received but £50 a year he was probably not held to very strict account for the payment of these visits, especially those to the Outislands.

Professional qualifications do not appear to have been required from either the secretary or the teachers. No reports can be found ; but from indirect data it is inferred that the total of the names on the rolls varied between 1,200 and 1,500, and that the average attendance was between half and three-fifths of those numbers.

* Annual Reports of the Board of Education of the Bahamas and a copy of the Byelaws made under the Education Act, 1886, revised and amended, 1897, can be seen at the Board of Education Library, ¹St. Stephen's House, Cannon Row, Whitehall, London, S.W.

The Government grant was £1,300 a year; and each child was supposed to pay 2d. per week either in cash or kind.

Appointment
of "Normal
School-
master"
under Act
of 1847.

In 1847 an Act was passed which, *inter alia*, provided for obtaining from the British and Foreign School Society's Institution at Borough Road, London, a "Normal Schoolmaster" at a salary of £200 a year. He arrived towards the end of the year, had his headquarters at the Boys' Central School in Nassau, which served as a training school for teachers, took over from the secretary the supervision of the other schools, and was expected to be a sort of travelling Headmaster and Inspector of Schools combined. The schools were, however, too many, and the distances too great for much to be done in the former capacity except in New Providence; and although the name "Normal Schoolmaster" was retained for some seventeen years, the duties performed seem to have been almost entirely those of Inspector of Schools.

Public school
system
unsectarian.

Under this officer the public school system was assimilated, as nearly as the conditions rendered practicable and advisable, to that of the British and Foreign School Society, which model has been kept in view more or less in all subsequent changes. One of its principles has been most strictly adhered to—the schools have from first to last been thoroughly unsectarian both in management and teaching.

Statistics,
1848–1864.

During the years 1848–1864 inclusive the number of schools varied from sixteen to twenty-seven; the number of names on the rolls from 1,226 to 2,179; the average attendance (by inference) from 750 to 1,300; the annual Government expenditure on the schools from £1,250 to £1,840, and the fees collected from £42 to £94. The figures for the last year of the period were: schools, 23; names on the rolls, 1,623; average attendance, 974; Government grants, £1,840; fees collected not ascertainable. This was in the time of the American Civil War, when the great use made of the port of Nassau by the vessels engaged in running the blockade of the Confederate ports made labour for young people as well as adults abundant and highly paid, while the necessities of life were inordinately dear; so that all who could work were either allured or impelled thereto, and most of the teachers could find more remunerative employment.

No record of the efficiency of the teaching during the above period can be found. But it appears to have been good in two of the five or six schools in New Providence, and in one of the Outisland schools where there was an English master, pretty fair in some half-a-dozen others, and poor or very bad in the rest.

Education
Act of 1864.

In 1864 a new Education Act was passed. It required that only members of the Legislature should be appointed on the Board of Education. As the "Normal Schoolmaster" had obtained an appointment in another department of the service of the Colony, that name was discontinued, and the Governor was authorised to appoint as "Secretary to the Board of Education and Ex-officio Inspector of Schools" some suitable person who should be obtained

from the Institution of the British and Foreign School Society at Borough Road. The Act further provided that as vacancies occurred English teachers should be obtained for the Boys' Central School, and for two of the most important of the Outisland schools.

The new Secretary and Inspector arrived about the middle of 1865, the office work having been done in the meantime (about a year) by an Acting Secretary, and the work of inspection left undone. He appears to have been able and energetic, found much that needed amendment, and attempted extensive and speedy reformation. Circumstances, however, constituted a dead weight which could only be moved slowly and laboriously ; and after two years of hard work, which was really attended by considerable success, though less than he desired and expected, the Secretary broke down both in body and mind, went to America for treatment, and soon died.

First Secretary to the Board of Education and Inspector of Schools, 1865.

For about another year there was no inspection of schools, only the office work being attended to ; and when the next Secretary and Inspector arrived from England about the middle of 1868, he found almost as much to complain of as his predecessor had done.

At the commencement of 1867 an English master took charge of the more important of the two Outisland schools mentioned in the Act of 1864, where he remained for thirteen years. The Inspector's reports and the number of teachers now in the service as the direct or indirect results show that his work must have been very successful.

Appointment of English Teachers.

In September, 1869, an English master arrived for the Boys' Central School, where he did excellent work till a physical ailment impaired his ability.

In October of the same year another English master took charge of the other Outisland school for which provision had been made by the Act of 1864. He seems to have worked well, but remained only a short time ; and his successor, also an English master, seems neither to have been satisfied nor to have given satisfaction, and very soon left.

These two failures to obtain adequate results for the extra trouble and expense involved in the importation of teachers, seem to have discouraged the Board from any further attempt in the same direction for many years.

During the years 1865-1874 the number of schools varied from 30 to 39 ; the names on the rolls from 2,045 to 3,051 ; the average attendance from 1,004 to 2,156 ; the grants from £2,400 to £4,698 ; and the fees collected from £68 to £261. It was not a period of steady progress, but of fluctuations, and in some respects of very considerable retrogression as the net result ; for the income of the Colony having decreased the expenditure had to be diminished in various directions, including that for education ; hence the figures for 1872, the last year of the period for which definite information can be found, were : schools, 32 ; names on the rolls, 2,744 ; average attendance, 1,524 ; grants, including Secretary's salary,

Statistics, 1865-1874.

£2,400 ; fees collected, £68 ; and it seems certain that no improvement in these respects was made in 1873 or 1874. On the other hand the average quality of the teaching appears to have improved very considerably during the above period.

Education
Act of 1875.

The Education Act having expired another was passed in 1875, the most important new feature in which was the addition of £300 per annum to the grant. But the Colony having again fallen into financial difficulties this extra grant was suspended the next year, and the suspension was not taken off till 1879.

Compulsory
Clauses
added to the
Education
Act in 1878.

In 1878 the first Compulsory Clauses were added to the Education Act. They were much the same as those which form part of the Act now in force ; but for about eight years they were only applied in New Providence, and for some time did not work satisfactorily there. In November of the same year the Secretary and Inspector, who had held the office for about ten years with much ability, but under great disadvantages, left the Colony on leave of absence, obtained an appointment elsewhere, and did not return. From then till September of the following year there were no inspections, and no report for 1879 can be found.

The master of the Boys' Central School was then appointed Secretary and Inspector, and the English master of the principal Outisland school was transferred to the Boys' Central.

Appointment
of Constable
to report ab-
sentees, 1881.

In 1881 a special Constable was first employed by the Board to look after absentees in New Providence, and to report school cases. But the work was not satisfactorily performed, the officer being more addicted to talking than walking ; and of three others who have since been employed, one was much too easily imposed upon and deceived to be efficient ; but the remaining two have done the work very satisfactorily.

In May, 1882, the Secretary and Inspector, who had held the office for less than three years, resigned to take an appointment elsewhere ; and in September of the same year the master of the Boys' Central School became Secretary and Inspector.

Statistics,
1882.

The statistics for 1882 showed :—Schools, 30 ; names on the rolls, 2,970 ; average attendance, 1,700 ; grants, including salaries of Secretary and Constable, £2,750 ; fees collected, about £110.

Suggestion
to abolish
School Fees.

The report for 1884 showed that the payment of fees (they had for some years formed part of the teachers' incomes) was very irregular and unsatisfactory. Out of about £750, the amount calculated on the average attendance, only a little over £160 had been collected, the loss falling most heavily on those teachers who cared most for keeping up the attendances. It was therefore recommended that unless the Board was prepared to direct that arrears of fees should be sued for regularly at short intervals they should be abolished, the teachers compensated, and the Compulsory Clauses of the Education Act applied in all school districts. The first recommendation was given effect to by the Legislature in the Act of 1886, and the latter by the Board shortly after.

In 1886 the Education Act was passed, which, with numerous additions and amendments, is still in force. For a copy of this Act in its present form and of the Code of Bye-laws founded thereon, see Appendices A and D.

Education Act of 1886 ; Beginning of present system.

In 1891 an attempt was made to secure better instruction and training for teachers than was practicable at the Boys' Central School. An assistant teacher from one of the Training Colleges in England arrived in December, and was requested to draw up a plan for the organisation and course of instruction to be adopted in a small Training Institute. Work began in the following April, and ceased at the end of July, 1894. A special pecuniary arrangement was made with the teacher, in virtue of which his engagement was terminated and he returned to England. The reason given in the Board's Report for the year was : " It became increasingly evident that results at all commensurate with the expenditure were not being produced."

Scheme for training of Teachers, 1891 ; abandoned, 1894.

Apart from the above experiment, the importation of English teachers already specified, and of one other who arrived at the end of 1899, and is doing very good work in an Outisland school, the supply of teachers has been provided for by retaining in the schools the most eligible pupils as paid monitors and pupil-teachers till they are from eighteen to twenty-one years of age, and then sending them to the Boys' Central School for one or two years to receive further instruction and training.

Other provision for training of Teachers.

[The following is an extract from the Report of the Inspector of Schools (Annual Report of the Board of Education for the Bahamas, 1900) :—" It is however in the direction of *education* as distinguished from teaching, that improvement has been slowest in the past, and seems most difficult to provide for in the future. The more strenuous and successful cultivation of truthfulness, regularity, steadiness of purpose, and self-dependence, and the formation of good ideals, would be of inestimable benefit to the pupils and to the community. But unfortunately the besetting weaknesses of the pupils are also those of a large proportion of the teachers. Drawn from the same class, not separated from it even during their short period of training, and having contact with very few improving influences in the localities where they afterwards have to labour, they naturally show a strong tendency toward the level of their surroundings, and the propensities of their pupils do not readily attract their attention, nor appeal to them strongly for restraint or correction. A gradual elevation of the status, and strengthening of the moral fibre of the teachers is therefore above all else to be kept in view, and accomplished by every available means."]

In New Providence there are two schools for girls and one for boys. All others, both in New Providence and on the Outislands, are mixed schools ; and in none of these, excepting one infant school, is a female principal teacher employed, the conditions being too unfavourable.

Majority of scholastic mixed schools.

Evening
schools.

Evening schools have been opened at various times and places, have flourished for a while, and gradually died out from the falling off of attendance.

Instruction in
agriculture.

The attempts to teach agriculture in the schools have hitherto not been attended with much success. It is, however, in a very unsatisfactory condition throughout the Colony, and greatly needs to be taught and encouraged. But the difficulties are great and peculiar. The best soils are almost invariably so broken through by points and ridges of rock that the more efficient implements of husbandry and horse labour are not available; the rainfall, though sufficient on the average, is rather capricious and undependable; and steady hard work for distant and uncertain returns is not in accordance with the disposition and habits of the people. Ordinarily, when a field is to be made, the bush is cut down, burnt when dry, the débris more or less cleared off, and the plants or seeds inserted among the stumps, roots and rocks, with a pointed stick; when the natural strength of the soil is exhausted another field is made in the same way. The fact that very valuable crops of pineapples have been and still are thus raised, makes the people still less inclined to spend much greater and more continuous labour for much smaller returns. The area of land fit for pineapples is, however, comparatively small; but much that was naturally not well suited, or had been worn out, is now made to bear good crops by the use of fertilizers. This may help to obtain more favourable consideration for better methods and greater industry as applied to the production of other crops; and it is now under consideration to introduce into the schools a handbook specially prepared to inculcate such methods in accordance with local conditions.

Tailoring
and Shoe-
making.

Tailoring and shoemaking were formerly taught in some of the schools. But the former is sufficiently attractive to a certain class of youths without being taught in the schools, while the limited use of shoes by a large proportion of the people, and the cheapness of American machine-made goods, cause the demand for shoemakers to be very small.

Instruction
in the use of
the Cameo-
cutting.

In 1884 and 1885 a cameo cutter, who had been attracted to the Colony by the abundance and cheapness of beautiful conch shells, was engaged to teach his art to certain selected youths during two years, his remuneration being jointly guaranteed by the Board and by a gentleman who was greatly interested in the success of the experiment. Unfortunately, the artist left in about a year, and his most talented pupil subsequently died. Hence the industry did not take root and develop as was hoped, though it seems not to have entirely died out.

Instruction
in the use of
the Mariner's
Compass.

The physical features of the Colony render a knowledge of the use of the mariner's compass and the ability to find courses and distances about the islands very generally useful and interesting; hence their inclusion in the school curriculum.

Needlework.

Needlework is taught wherever a competent teacher can be found in the neighbourhood.

Kindergarten exercises have been introduced experimentally in one school; and some further developments of manual training will probably be attempted in the near future. Further information as to the subjects taught will be found in the bye-laws and reports. (See Appendix D below, and footnote on page 3 above.)

Kindergarten
and Manual
Training.

No separate provision is made by the Government for either secondary or technical education, nor for the separate instruction or care of those who are defective in mind or body; and no other than the schools already treated of are in any way either assisted or superintended.

As the Board has been unable for several years past to appropriate such a proportion of the annual grant to the erection of buildings as would keep pace with the requirements without curtailing the work of the Department in other directions, the Legislature made a special building grant of £1,250 in 1900, and again in 1901; and these sums are being applied, as fast as the necessary arrangements can be made, to the erection of school-houses, and to provide residences for teachers in places where suitable ones cannot be rented.

Building
Grants.

For many years after the offices of Secretary and Inspector were united the only other person employed at the Education Office was an office boy or messenger; and during the visitation of the Outisland schools the work of general administration was entirely suspended. The inconvenience caused thereby became so great, as the number of schools increased and the absences of the Secretary became more frequent and prolonged, that the office boy was gradually developed into a clerk, and entrusted with the payment of salaries and other expenses, issuing materials, keeping books, etc., during the absences of the Secretary; and in 1900 he was made Secretary, the senior officer being made "Inspector and General Superintendent." The latter change was one only in name, the duties having long included the sole care of property as well as of schools.

Organisation
of Education
Office.

[*The numbers for 1901 were as follows:—Schools, 56; names on the rolls, 6,840; average attendance, 4,598; grants (ordinary but including salaries of Superintendent, Secretary and Constable), £4,828.

Statistics,
1901.

*This grant gives a total average cost to the Colony of £86 1s. 3½d. for each school, 11s. 11½d. for each pupil present at all during the year, 14s. 1½d. for each name on the roll, or £1 1s. for each pupil in average attendance.

*Many of the buildings resulting from the special grants (see above) are either ready for use or are in an advanced stage, but none of them came into use during the year now reported on, and the cost is therefore not included in the calculation given above.

*At the end of the year there were employed in Board schools 43 principal teachers, 5 assistant teachers, 7 pupil-teachers, 10

* From the Annual Report of the Bahamas Board of Education, 1901.

sewing teachers, and 84 monitors. These with 2 students in training and 13 persons employed in Grant-in-aid schools made a total of 164.]

Since 1882 the number of schools has increased 87 per cent., the names on the registers 130 per cent., the average attendance 170 per cent., and the cost 69 per cent. The percentage of the population in the Board schools then was 6·8 ; it is now 12·7.

[*During the early eighties the schools were conducted on an average 180 days each per year ; but during the five years ending with 1900 the average number of days for each school including all those in which time was lost owing to change of teachers, sickness, temporary disuse of buildings, or other unavoidable causes was 204. This increase of about 13 per cent. in the regularity with which the schools have been conducted may be attributed mainly to the amendment of the Bye-law 8, and to the prominence with which the subject has been constantly kept before the minds of the teachers. It has occurred wholly in the Outisland schools, those in New Providence having been conducted as regularly during the former as during the latter period.

The better example and influence of the teachers may be credited with a large proportion of the improvement in regularity on the part of the pupils which is indicated by an increase of 170 per cent. in the average attendance, with an increase of only 130 per cent. in the names on the rolls.]

III. CHURCH OF ENGLAND SCHOOLS.

Schools
giving
Higher
Education.

For higher education there are in New Providence a Diocesan Grammar School with eighteen pupils, and two separate girls' schools with eight and twenty-five pupils respectively. There is a similar school on one of the Outislands with nine pupils. These are all supported by fees.

Elementary
schools.

For elementary education there are five schools in New Providence with a total of 516 names on the rolls, which are supported partly by the respective Parish Vestries, and partly by funds derived from "Bray's Associates," and the "Christian Faith Society." There are also twenty-three schools on the Outislands with a total of 1,114 names on the rolls, and 663 in average attendance, the teachers of which are generally the most suitable persons to be obtained in the respective localities. They receive grants of £10 per annum out of funds derived from the above-named societies, and whatever they can obtain from the parents.

Statistics.

The total numbers in Church of England schools are therefore :—
Higher schools, 60 ; Elementary schools, on the rolls 1,630 ; average attendance, 932.

IV. QUEEN'S COLLEGE AND YOUNG LADIES' HIGH SCHOOL, ST. ANDREW'S HALL.

Queen's
College.

This institution was founded in 1871 under a different name. It has always been under Methodist management, except during a

* From the Annual Report of the Bahamas Board of Education. 1901,

short time when Methodists and Presbyterians co-operated ; but there has never been any denominational teaching, and its advantages are open to all on very moderate terms. The number of pupils is at present twenty-two.

There is also a Kindergarten department in connection with the above, with twenty-six pupils of both sexes. These are both supported by fees.

This was at first a department of Queen's College, but is now under separate management.

The curriculum embraces the usual English subjects, including mathematics, theory of music, drawing and domestic economy, together with Latin, French and German. A local centre has been formed in connection with the London College of Preceptors ; and many of the pupils hold its certificates.

The school is self-supporting, except that the Commissioners of St. Andrew's Presbyterian Church grant the use of the hall rent-free.

The number of pupils is at present thirty-one.

Young
Ladies'
High School,
St. Andrew's
Hall.

V. ROMAN CATHOLIC SCHOOLS.

These are under the direction of a Mission from New York. In 1889 an Academy for the higher education of girls was commenced in Nassau.

For elementary education there are two schools in Nassau, with a total of 376 names on the rolls, and one on an Outisland with thirty-four. No information is available as to the average attendance or state of instruction.

VI. PRIVATE SCHOOLS.

There are fourteen of these in New Providence with a total of 244 names on the rolls, and nine on the Outislands with a total of 166. The average attendance is not known. Most of them seem to be kept by needy persons whose qualifications are very meagre ; and while some of them are so located that whatever good is effected by them would not be attained by other means, others serve to a great extent as places of refuge from the effects of the Compulsory Clauses for selfish parents and idle children.

VII. PROPORTION OF POPULATION UNDER TUITION.

Taking the total number on the rolls of all the schools in the Colony as being in round numbers 9,800, and the population at the census of 1901 as being, also in round numbers, 53,800, the proportion of the population under tuition of some kind and to some extent is 18·2.

G. COLE,
Inspector and General Superintendent of
Schools.

February, 1902.

APPENDIX A.

"THE EDUCATION ACT, 1886,"

(49 VIC., CAP. 16.)

WITH SUBSEQUENT AMENDMENTS INCORPORATED.

[In the Act as here given subsequent amendments are substituted for parts which have been repealed, and interpolations are made, so as to give a consecutive and connected reading of the law as it now stands, and to avoid the necessity of referring to numerous enactments. Such substitutions and interpolations are distinguished by being enclosed in square brackets, and the particular Enactment is indicated on the margin.] See also the Education Act 1886 Amendment Act 1900. below.

Preamble.

Whereas the laws relating to Popular Education are shortly about to expire and it is expedient that the same should be consolidated and amended ; May it, therefore, please the Queen's Most Excellent Majesty, that it may be enacted, and be it enacted by His Excellency Henry Arthur Blake, Esquire, Governor and Commander-in-Chief in and over the Bahama Islands, the Legislative Council and Assembly of the said Islands, and it is hereby enacted and ordained by the authority of the same as follows :—

Education

Board
(1 Ed. 7, cap. 6).

[I. The Educational Department of the Colony shall be under the control of a Board which shall be styled "The Board of Education" and which shall consist of His Excellency the Governor and twelve members eight of whom shall be selected from among the members of the Legislature and of those so selected at least five shall be members of the House of Assembly.]

President
(52 Victoria,
cap. 19).

[II. His Excellency the Governor shall be styled President of the Board.]

Appointment
of members
(52 Victoria,
cap. 19).

[III. The Members of the Board shall be annually appointed and all vacancies in the Board filled up as they may from time to time occur, by His Excellency the Governor.]

Chairman
(52 Victoria,
cap. 19).

[IV. The Governor shall appoint one of such members to act as Chairman of the Board who shall take the chair at all meetings of the Board in the absence of the Governor.]

Power and
authority of
Chairman
(52 Victoria,
cap. 19).

[V. Such Chairman shall have the power and authority exercised by the Chairman of any of the Public Boards of the Colony in the general superintendence and control of all matters connected with the Educational Department of the Colony, in directing the payment of the monies of the said Board and otherwise as may be deemed necessary by him.]

Quorum
(52 Victoria,
cap. 19).

[VI. Five of the members of the Board shall form a quorum and the Governor shall preside at all of its meetings at which he shall be present. In his absence, and in the absence of the Chairman, the senior member of the Board in the order of appointment shall take the chair.]

Board em-
powered to
make Bye-
laws.

VII. The Board, subject to the provisions of this Act, may make, alter, or repeal bye-laws for the organization, discipline and management of the Department of Education and of the officers thereof, and for fixing the salaries and prescribing the qualifications and attainments and for the appointment of teachers and assistant teachers, and for determining the manner, condition and rules of their admission to and their removal from service in the said department, for fixing the periods of vacation and holidays and for prescribing the subjects to be taught and the books and materials to be used in all Government schools, and generally for carrying this Act into execution consistently with the true intent thereof, in all matters whatsoever, whether of the same nature as those hereinbefore specified or not ; such bye-laws, when approved by the Governor in Council, shall be published in the official newspapers and thereupon shall have the effect of law.

VIII. The present office bearers in the Educational Department shall continue to hold their respective offices and to perform their respective duties as if appointed under this Act, subject in all respects to the control of the said Board, and of His Excellency the Governor as heretofore.

IX. All appointments to any office or place in the said Department shall vest in His Excellency the Governor on the recommendation of the Board.

X. The present Inspector of Schools shall during his tenure of office receive from the Public Treasury of these Islands the sum of [£250] a year.

XI. Upon any vacancy occurring in the office of Inspector of Schools a trained teacher at the Borough Road School under the jurisdiction of the British and Foreign School Society in England shall be appointed at a salary of £250 a year, to be paid out of the Public Treasury of these Islands.

XII. It shall be the duty of the Inspector of Schools to visit and inspect every school in the Educational Department once at least in every year and he shall also perform such other duties in the said Department as may be prescribed and appointed by the said Board.

XIII. The Board shall determine from time to time the travelling allowance to be made to the Inspector for visiting the various Public Schools on the Out-Islands of the Colony.

[XIV. It shall be lawful for the Governor on the recommendation of the Board of Education to appoint from time to time teachers for the schools under the jurisdiction of the Board, and the Board shall have power after the appointment of any such teacher by the Governor to place such teacher in charge of any school under its jurisdiction, and to transfer or remove him or her from time to time from such school to any other school under the control of the said Board.]

XV. All complaints or charges of whatsoever nature made against any teacher shall be investigated by the Board which upon arriving at a decision shall submit the papers and evidence in the case together with the decision arrived at to His Excellency the Governor with a recommendation that such teacher be dismissed if in the opinion of the Board the offence justifies such a punishment.

XVI. The proceedings of the said Board shall be open to public inspection in such way as the Board may regulate.

XVII. That the Holy Bible and such other religious and secular works as the said Board may direct shall be the only books or lessons, as the case may be, permitted to be read in any of the schools as aforesaid; and that no catechism or sectarian work on the subject of religion shall be permitted to be used in any public school.

XVIII. From and after the passing of this Act it shall not be lawful for any teacher or other person to demand or receive any school fees because of the attendance of children at the Public Schools of the Colony and all such fees hitherto payable are hereby abolished.

XIX. It shall be the duty of the Board as soon as practicable after the passing of this Act to make provision for the reimbursement to the teachers of all losses sustained by them because of the abolition of the said fees.

XX. All ministers of religion, all members of Council and of the Legislature, and all persons nominated for the purpose by the Governor, shall be visitors of the said schools, and are respectively empowered to correspond with the said Board and communicate any suggestions or complaints to the said Board direct.

XXI. It shall be lawful to organise Local School Committees in any district where a Public School may be established, such Local Committees to consist of not more than five members, the majority of whom shall be appointed annually by the Governor, and the minority of whom shall be elected by the parents or guardians of the children attending the Public School in such district.

(I.) The division of the Colony into School Districts, the method of conducting the election of elective members of Local School Committees, and the powers of supervision to be exercised within their respective districts by such Local Committees, [] to be prescribed by bye-law to be framed from time to time by the Board.

Transfer of buildings.

XXII. All buildings, books, stores, and other materials which, for the time being, are vested in the present Education Board, shall, during the continuance of this Act, vest in the Education Board appointed under the authority hereof.

No jurisdiction over private schools.

XXIII. Nothing in this Act contained shall be construed to authorize the Board of Education established hereunder to interfere with any schools which have been or may be supported by means of voluntary subscription, or of funds derived from any Parliamentary or specific colonial grant except such interference is rendered necessary by the provisions relating to the compulsory attendance of children at school.

Annual Report.

XXIV. The Board of Education shall in the month of January in each and every year, prepare and submit to the Governor in Council a report upon the progress and condition of popular education during the previous year, and such report shall be laid before the Legislature as soon as practicable thereafter.

Officers ineligible for other appointments.

XXV. It shall not be lawful for the Governor to appoint to any other office of profit or emolument the persons who may now or hereafter hold the office of Inspector of Schools or teacher to the Boys' Central School in the Island of New Providence.

Officers ineligible for Assembly.

XXVI. No officer appointed, or who shall hold office under this Act, shall be eligible to be elected or to serve as a member of the House of Assembly.

Board to make bye-laws for the compulsory attendance of children at school
(60 Victoria, cap. 27).

XXVII. The Board of Education may from time to time make Bye-laws for all or any of the following purposes:—

(I.) Requiring the parents of children of such age not less than six years nor more than [thirteen] years as may be fixed by the bye-laws, to cause such children (unless there is some reasonable excuse) to attend school.

(II.) Determining the time at which children are so to attend school, provided that no such bye-law shall prevent the withdrawal of any child from any religious observance or instruction in religious subjects, or shall require any child to attend school on any day exclusively set apart for religious observance by the religious body to which his parents belong.

(III.) Imposing penalties for breach of any bye-law.

(IV.) Revoking or altering any bye-law previously made.

Exemption from attendance
(60 Victoria, cap 27).

XXVIII. Any bye-law under the previous section requiring a child between ten and [thirteen] years of age to attend school shall provide for the total or partial exemption of such child from the obligation to attend school, if the Inspector of Schools certifies that such child has reached a standard of education specified in such bye-law.

Reasonable excuses.

XXIX. Any of the following reasons shall be a reasonable excuse, namely:—

(I.) That the child is under efficient instruction in some other manner.

(II.) That the child has been prevented from attending school by sickness or any unavoidable cause.

(III.) That there is no Public School open which the child can attend within such distance, not exceeding one mile and a half, measured according to the nearest road from the residence of such child as the bye-laws may prescribe.

Enforcement of bye-laws
(51 Victoria, cap. 17).

XXX. Any proceeding under this Act to enforce any bye-law may be taken, and any penalty for the breach of any bye-law may be recovered in a summary manner before the [Stipendiary and Circuit] Magistrate or Resident or Assistant Resident Justice [or a Justice of the Peace]; but

no penalty imposed for the breach of any bye-law shall exceed such amount as with the costs will amount to five shillings for each offence.

XXXI. In any proceeding for offences and penalties under a bye-law, the following provisions shall have effect:—

- (I.) The description of the offence in the words of the bye-law, or as near thereto as may be, shall be sufficient in law.
- (II.) In any proceeding under a bye-law the Court may, instead of inflicting a penalty, make an order directing that the child shall attend school, and that if he fail so to do the person on whom such order is made shall pay a penalty not exceeding the penalty to which he is liable for failing to comply with the bye-law.
- (III.) Any Justice of the Peace may require by summons any parent or employer of a child required by a bye-law to attend school, to produce the child before the [Stipendiary and Circuit] Magistrate, or a Resident or Assistant Resident Justice [or a Justice of the Peace]; and any person failing without reasonable excuse, to the satisfaction of the Court, to comply with such summons, shall be liable to a penalty not exceeding twenty shillings.
- (IV.) A Certificate purporting to be under the hand of the principal teacher of a Public School, stating that a child is not attending such school, or stating the particulars of the attendance of a child at such school, or stating that a child has been certified by the Inspector of Schools to have reached a particular standard of Education, shall be evidence of the facts stated in such Certificate.
- (V.) Where a child is apparently of the age alleged for the purposes of the proceedings, it shall lie on the defendant to prove that the child is not of such age.
- (VI.) If a child is attending a school which is not a Public School it shall lie on the defendant to show that the school is regularly conducted as an Elementary Day School, and, if required by the Court, to produce a Certificate from the teacher of such Elementary Day School that the child is in regular attendance thereat.

(51 Victoria,
cap. 17.)

XXXII. Every person who forges or counterfeits any certificate which by this Act is made evidence of any matter or gives or signs any such certificate which to his knowledge is false in any material particular, or knowing any such certificate to be forged, counterfeit or false, makes use thereof, shall be liable, on conviction before the [Stipendiary and Circuit] Magistrate, or a Resident or Assistant Resident Justice [or a Justice of the Peace], to imprisonment for a period not exceeding three months with or without hard labour.

Forged certificates.

(51 Victoria,
cap. 17.)

XXXIII. All Bye-laws of the Board at present existing shall continue in force as if made under the authority of this Act, save and except such as relate to the payment of school fees and the recovery thereof.

Existing bye-laws continued in force.

XXXIV. In order effectually to carry out the provisions of this Act relating to the compulsory attendance of children at school, it shall be lawful for the Governor to appoint a fit and proper person as Constable of the Board, at a salary of fifty pounds a year to be paid out of the Public Treasury, which person shall wear the uniform of a police constable to be provided at the expense of the Colony and shall be subject to the same discipline and control as that under which the Police Force is established, but who shall be specially set apart by the Inspector of Police to perform such duties, and no other, as may from time to time be defined by the Board, by any bye-law made by them upon the subject of the compulsory attendance of children at school, and any person so appointed shall have all the powers, authorities, privileges and protection that constables have

Constable of the Board.

Power of
Constable of
Board of
Education
(60 Victoria,
cap. 27.)

at Common Law, or under any Statute or Act of Assembly now, or hereafter to be, in force within the Colony.

[The Constable of the Board of Education shall have authority to enter any yard between the hours of eight of the clock in the morning and five of the clock in the evening of any day except Sunday and there make enquiries of any person occupying any house in such yard as to any child who may there reside or be employed; and every person who shall hinder or obstruct such constable in the performance of his duty or who shall wilfully make any false representations to him with respect to the age or employment of any child whether such child shall be under the age of six years or not, or who shall wilfully refuse to afford to such constable reasonably requiring the same any information of which such person shall be possessed as to the age or employment of any child whether such child shall be under the age of six years or not shall be guilty of an offence punishable on summary conviction, and on conviction shall be liable to a penalty not exceeding twenty shillings.]

Penalty.
(60 Victoria,
cap. 27.)

Right of Ap-
peal.

XXXV. In all cases of summary conviction under this Act the party convicted shall have the right to appeal to the General Court, according to the provision of the Act passed in the tenth year of Her Majesty's reign, Chapter eleven.

[XXXVI. Under 52 Vic., Cap. 8, Sec. 9, and 54 Vic., Cap. 10, Sec. 1, the annual grant made to the Board of Education by the Legislature amounts to £4,500.]

Officers now
entitled to
contribute to
Widows and
Orphans'
Fund may
continue to
do so.
Repeal.

XXXVII. All persons now in the employ of the Board and entitled to contribute to the Widows and Orphans' Fund shall continue to be entitled to contribute to the said Fund, and to have a right to all benefits under the Law relating thereto, and all such persons who are entitled to the benefits of the Superannuation Act, 25 Vic., Cap. 20, shall continue to have the same and the like right as heretofore.

XXXVIII. From and after the passing of this Act all Acts or parts of Acts of Assembly now in force relating to Popular Education within the Colony and providing grants in aid thereof shall be repealed.

Duration and
name of Act.

XXXIX. This Act shall continue in force for and during the period of ten years, and from thence to the end of the then next Session of Assembly, and shall be cited for all purposes as "The Education Act, 1886."

[Having been re-enacted in 1897 the effect of this section is to prolong the operation of the Act till the end of the session of the Legislature to be held in 1907.]

APPENDIX B.

THE VESTING OF LANDS EDUCATION ACT, 1899.

VESTING IN THE BOARD OF EDUCATION OF THE COLONY ALL PUBLIC LANDS AND HEREDITAMENTS USED FOR EDUCATIONAL PURPOSES; GIVING CERTAIN POWERS TO THE SAID BOARD, AND FOR OTHER PURPOSES.

(62 Vic., Cap. 17.)

(Assented to 20th April, 1899.)

Preamble.

Whereas it is deemed necessary to amend the existing law relating to the holding of public property so as to vest in the Board of Education of the Colony the lands and hereditaments used for educational purposes; and to give power to the said Board to acquire property when necessary, and to dispose of any parts thereof when deemed advisable or necessary

so to do. May it therefore please the Queen's Most Excellent Majesty 62 Vic. c. 17 that it may be enacted, and be it enacted by His Excellency Sir Gilbert Thomas Carter, Knight Commander of the Most Distinguished Order of Saint Michael and Saint George, Governor and Commander-in-Chief in and over the Bahama Islands, the Legislative Council and Assembly of the said Islands, and it is hereby enacted and ordained by the authority of the same as follows:—

I. This Act shall be cited as "The Vesting of Lands Education Act Title. 1899" and shall be read with the Act of Assembly 49 Victoria Chapter 16.

II. From and after the passing of this Act the several parcels of land situated within any part of the Bahama Islands and now used by the Board of Education of the Colony for the purposes of popular education and which having been acquired by the said Board for such purposes are now vested in and held by the Board of Public Works for the Island of New Providence and the Commissioners of Public Works on the various out-islands of the Colony under and by virtue of the Act of Assembly 37 Victoria Chapter 19 shall become vested in the said Board of Education anything in the said Act of Assembly 37 Victoria Chapter 19 to the contrary notwithstanding.

Vests in the Board of Education certain lands and hereditaments.

III. The said Board shall have power to purchase or acquire any lands buildings or premises that may be required for educational purposes and to sell exchange or otherwise deal with such lands buildings and premises thus vested in them as aforesaid and to prosecute and maintain any action or other proceeding in law or in equity in relation thereto and such action or proceeding shall be prosecuted or maintained in the name of the Secretary of the Board for the time being.

Power given to the Board to purchase and to sell property and to prosecute actions.

IV. In all contracts conveyances leases or other deeds or instruments whatsoever relating to such premises as aforesaid whereunto the said Board shall be a party it shall be sufficient to describe or designate the said Board by the style or title of "The Board of Education" without naming the members thereof or any or either of them. And where the said Board shall be the party conveying or dealing with any lands or premises the deed for that purpose signed by the Chairman and two members of the said Board shall be deemed a sufficient execution thereof.

Designation of Board.

Execution of deeds of conveyance.

APPENDIX C.

THE EDUCATION ACT 1886 AMENDMENT ACT 1900.

AN ACT TO AMEND "THE EDUCATION ACT, 1886," AND TO PROVIDE FOR ANOTHER OFFICIAL IN THE EDUCATIONAL DEPARTMENT, AND FOR OTHER PURPOSES.

(63 Vic., Cap. 4.)

(Assented to 11th May, 1900.)

May it please the Queen's Most Excellent Majesty that it may be enacted, and be it enacted by His Excellency Sir Gilbert Thomas Carter, Knight Commander of the Most Distinguished Order of Saint Michael and Saint George, Governor and Commander-in-Chief in and over the Bahama Islands, the Legislative Council and Assembly of the said Islands, and it is hereby enacted and ordained by the authority of the same as follows:—

I. This Act may be cited for all purposes as "The Education Act 1886 Amendment Act 1900." Title.

II. The words "Principal Act" hereinafter used in this Act shall be construed to apply to "The Education Act 1886." Definitions.

An official to be styled "Inspector and General Superintendent of Schools" to be attached to the Educational Department.

Salary.

Amends Schedule A. to "The Public Establishments Act 1889."

Definition.

An official to be styled "Secretary to the Board of Education," to be attached to the Educational Department.

Salary.

Grant to the Board of Education reduced.

Commencement of Act.

III. From and after the passing of this Act there shall be attached to the Educational Department of the Colony an official to be styled "Inspector and General Superintendent of Schools" which office together with the salary accruing thereto shall be held by the person now holding the office of "Secretary to the Board of Education and Inspector of Schools."

IV. In reading hereafter Schedule A to "The Public Establishments Act 1889" the words "Secretary to the Board and Inspector of Schools" shall be omitted and the words "Inspector and General Superintendent of Schools" shall be inserted and read in lieu thereof and wherever the words "Inspector of Schools" are used in the Principal Act or in any other Act of Assembly they shall be held and construed to apply to the person hereafter holding the office of "Inspector and General Superintendent of Schools."

V. There shall also be attached to the Educational Department of the Colony in addition to such "Inspector and General Superintendent" an official who shall be styled "Secretary to the Board of Education" who shall have the same authority in matters relating to the Board of Education in the Island of New Providence as is now vested in the "Secretary to the Board and Inspector of Schools" and who shall perform all such duties in the said department as may be prescribed by the said Board.

VI. The person hereafter holding the office of Secretary to the Board of Education as aforesaid shall receive a salary at and after the rate of one hundred pounds per annum payable out of the Public Treasury by warrant in the usual manner.

VII. In reading hereafter Section I. of the Act of Assembly 54 Victoria Chapter 10 the words "one thousand" in line 5 shall be omitted and the words "nine hundred and twenty-eight" shall be inserted and read in lieu thereof.

VIII. This Act shall not come into operation until the Officer Administering the Government notifies in the Official Gazette that it is Her Majesty's pleasure not to disallow the same and thereafter it shall come into operation upon such day as the Officer Administering the Government shall notify by the same or any other notice.

APPENDIX D.

BYE-LAWS.

A CODE OF BYE-LAWS COMPILED UNDER THE AUTHORITY OF THE ACT, 49 VICTORIA, CHAPTER 16, SECTION IV. [SECTION VII.]*

(Revised and Amended, 1897.)

PRELIMINARY CHAPTER.

A sum of money is annually granted by the Legislature for Elementary Education in the Bahamas.

* In the references from these Bye-laws to the Act of 1886 the numbers of the sections given refer to the Act in its original form and have been altered by subsequent amendments of the Act. The revised numbers are noted in square brackets.

This grant is administered by the "Board of Education."
The Board consists of His Excellency the Governor and twelve members annually appointed by him.

CHAPTER I.—THE SCHOOL.

NEW SCHOOLS.

(1.) The inhabitants of any settlement desiring the establishment of a school must make an application in writing to the Secretary to the Board, enclosing a document to show the number of children between the age of five and fifteen years who will probably attend the school; how far the inhabitants are prepared to aid in the erection and furnishing of a school-house and keeping it in repair, and whether they are willing to send their children regularly to school.

CONTINUANCE OF SCHOOLS.

(2.) Should the average daily attendance of any school be less than twenty-five, or should the cost of education exceed two pounds per head per annum, the Secretary shall bring such schools under the notice of the Board with the view of having the teacher removed and the school closed.

USE OF SCHOOL-ROOMS.

(3.) When any school-room is required for stated religious services, or in New Providence for any purpose whatever, the permission of the Board shall be previously obtained.

No school-room on the *Outislands* which is either the property of, or which is rented by the Board, shall be used for other than educational purposes, without the sanction of the School Committee and the teacher, nor for any lengthened period without the permission of the Board.

CLEANLINESS OF SCHOOL PREMISES.

(4.) The school-room and closet shall be swept each day after school, and the furniture carefully dusted each morning before school. The floors shall be washed by throwing water over them and sweeping it out at least once a month.

No sweepings or other rubbish shall be allowed to remain, nor bushes nor rank weeds to grow, within the school lot, or within 50 feet of the school-room, whichever limit may first be reached.

The necessary sweeping, dusting, washing, weeding and removal of rubbish within the above limits shall be performed by the pupils under the direction of the teacher, who must apportion such work equitably.

HOURS OF ATTENDANCE.

(5.) The hours of attendance shall be from ten o'clock in the morning till two in the afternoon, or where there is a recess, which in no case shall exceed half an hour, till half-past two. On Friday the hours of attendance shall be from ten o'clock in the morning till one o'clock in the afternoon with no recess.

OPENING AND CLOSING.

(6.) Each school shall be opened and closed by singing a hymn from a selection provided by the Board, reading a portion of Scripture by the teacher, and repeating the Lord's Prayer simultaneously, the teacher leading.

HOLIDAYS.

(7.) The holidays shall be :—

Christmas—Two weeks, including Christmas Day and New Year's Day.

Easter—Good Friday and Easter week.

Summer—Four weeks in August, except by special permission of the Board.

Ash Wednesday.

Queen's Birthday (May 24th).

Prince of Wales' Birthday (November 9th).

Anniversary of Prince Alfred's landing in Nassau (December 3rd).

(8.) No teacher shall close school nor be absent during school hours at other times than those above specified without special permission from the Board, unless compelled to do so by sickness or other unavoidable cause, there being no opportunity to obtain permission. Any such case must be reported and the cause explained in the report for the month in which it occurs.

The neglect or infringement of this bye-law will involve a deduction from the salary in proportion to the time lost unless the Board direct otherwise.

CLASS-BOOKS.

(9.) The class books used shall be such as may from time to time be approved by the Board. The Bible shall be used as a reading book.

(10.) The subjects of instruction shall be those which appear in the annexed Schedules A and B, or under "Industrial classes"; but the Board may add thereto at any time, or limit the number to be taught in particular schools.

CLASSIFICATION AND TIME-TABLE.

(11.) The schools shall be classified according to the standards of attainment set forth in Schedule A; and a time-table showing such classification, the apportionment of time, and the place to be occupied by each class, shall be prepared by the teacher, submitted to the Inspector for approval, hung in a conspicuous place in the school-room, and strictly adhered to.

Schedule C affords an example; but the time-table for each school must be specially adapted to the number and requirements of the pupils attending it, and must be re-arranged to suit changed conditions.

SCHEDULE A.—PRIMARY SUBJECTS.

SUBJECT.	Preliminary for very young children.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.
READING	To know thoroughly the Alphabet and words of two or three letters.	Easy narratives in Monosyllables from cards or St. I. Reading Book.	A few lines from Reading Book Standard II. or its equivalent.	Standard III. Reading Book or its equivalent.	Standard IV. Reading Book or its equivalent.	A few lines of Poetry or from Standard V. Reading Book.	A short paragraph from a newspaper, &c.
SPELLING	Words of two or three letters.	<i>Viva Voce</i> , any word in Standard I. Reading Book.	<i>Viva Voce</i> , any word in Standard II. Reading Book.	A few lines of Dictation from Standard III. Reading Book.	Dictation from Standard IV. Reading Book.	Dictation from Standard V. Reading Book.	Dictation from Newspaper or Modern Narrative.
WRITING	Small letters and figures from copy.	Capital and small letters from memory.	To copy in manuscript a line of Print.	Large and Text hand in Copy-books.	Round and Small hand.	To write neatly and legibly on paper.	To reproduce the substance of a simple narrative read slowly, twice.
ARITHMETIC	Know figures to 10 at sight and count to 20.	To form on slate figures up to 20 from dictation; to name at sight figures up to 20; to add and subtract orally or on slate numbers up to 10.	Numeration and Notation to thousands. A sum in Simple Addition or Subtraction. To know thoroughly the Multiplication Table.	Notation to hundreds of thousands. To work sums as far as Short Division (inclusive). Money Tables.	Sums in Long Division, Compound (Money.) Numeration and Notation to Millions.	The Compound Rules and Reduction, Addition, Subtraction, Multiplication and Division of Common Weights and Measures.	Bills of Parcels, Practice and Simple Proportion. If presented a second time in Std. VI. the Arith. shall be Vulgar and Decimals, Fractions, Interest and Rate per cent. Questions will <i>always</i> be set in the back rules.

SCHEDULE B.—EXTRA SUBJECTS TO BE TAUGHT.

To pass a good Examination in the subjects prescribed in Schedule A. shall be essential to promotion into a class of a higher standard, but, in addition thereto, the teacher shall instruct each class, and each scholar shall be expected to show some proficiency in the following studies:—

STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.
Singing Simple Bible Lessons. Simple Object Lessons.	Singing. History of our Lord. More advanced Object Lessons.	Singing. Scripture History till the Exodus. Easy sums in Mental Arithmetic. Definitions of Geographical Terms.	Singing, Sol-fa method. * Scripture History to the Reign of Saul. * General Geography. Use of the Mariner's Compass. Definitions in Grammar and Simple Parsing. Mental Arithmetic.	Singing, Sol-fa method. * Scripture History till the Captivity. * Geography of Europe and Bahamas, with maps. Finding courses and distances on a map of the Bahamas. * Outlines of English History from 1066 to 1603. More difficult parsing and the rules of Syntax. Mental Arithmetic.	Singing, Sol-fa method. * General Scripture History, Old and New Testament. Geography of America and British Colonies with Maps. Finding courses and distances on a map of the Bahamas. * Outlines of English History from 1603 to Victoria. English Grammar and Analysis of Sentences. Mental Arithmetic, including the extended Multiplication Table. Book-keeping.

NOTE.—* The portion of the subject to be studied by IV., V. and VI. Standards in Scripture, Geography and History shall be set by the Inspector on his annual visit or as soon after as practicable. The whole of the above will be studied in the course of the three years.

HOME LESSONS.

(12.) As far as possible, lessons in spelling, arithmetic, composition, or other suitable subject shall be given to the scholars to be prepared at home, and brought for examination on the following day, for which marks shall be given.

INDUSTRIAL CLASSES.

(13.) Where practicable classes shall be formed for teaching the following subjects :—Agriculture, cookery, needlework, plaiting, netting, and any other industrial subject which the Board may direct.

(14.) In connection with every school where agriculture is practically taught, a portion of the school lot shall be set apart for that purpose, and the master shall be allowed to divide the produce equally between himself and the pupils engaged therein.

(15.) Specimens of produce may be exhibited to the Inspector at his annual visit, and when he reports that the garden is well and satisfactorily kept, application may be sent to the Board for seeds or gardening tools, not exceeding 10s. in value.

(16.) When any industrial subject has been directed to be taught in a school, it shall be provided for in the time-table.

EVENING SCHOOLS.

(17.) The Board will permit and approve of the establishment of Evening Schools on condition that a report containing the number in attendance be sent in monthly to the Secretary ; and to encourage these institutions will allow the teacher the whole of the fees and the use of the school building and materials.

SCHEDULE C.—TIME-TABLE. (EXAMPLE.)

Time.	Sec- tion	Place.	* Monday.	Tuesday.	* Wednesday.	* Thursday.	Friday.
Open School by Singing, Reading, Scripture and Lord's Prayer. Mark names.							
10 to 10.15.							
10.15 to 10.55.	I. II. III.	Gallery Classes Desks	Coll. Less. Geog. Arithmetic Writing cap. letters	Coll. Less. Gram. Reading—secular Writing small letters	Coll. Less. History Arithmetic Writing figures	Coll. Less. Gram. Reading Scripture Writing small letters	Coll. Less. Geog. Arithmetic Writing words
10.55 to 11.35.	I. II. III.	Classes Desks Gallery	Arithmetic Writing (C.B.) Coll. Less. Spelling	Reading—secular Writing (C.B.) Coll. Less. Letters	Arithmetic Writing (C.B.) Coll. Less. Object	Reading—secular Writing (C.B.) Coll. Less. Figures	Arithmetic Writing (C.B.) Coll. Less. M. Arith.
11.35 to 12.15.	I. II. III.	Desks Gallery Classes	Writing (C.B.) Coll. Less. Geog. Reading cards	Writing (C.B.) Coll. Less. Gram. Reading books	Writing (C.B.) Coll. Less. Geog. Reading cards.	Writing (C.B.) Coll. Less. Gram. Reading books	Writing (C.B.) Coll. Less. Scrip. Reading (Scrip. cards)
12.15 to 12.45			RECESS FOR 30 MINUTES.				Recapitulation.
12.45 to 1.20.	I. II. III.	Classes Desks Gallery	Reading—secular Dictation—slates Coll. Less. Letters	Arithmetic Transcribing Coll. Less. Figures	Reading—secular Dictation—slates Coll. Less. Spelling	Arithmetic Transcribing Coll. Less. Letters	
1.20 to 1.55	I. II. III.	Desks Gallery Classes	Dictation—slates Coll. Less. Spell. Arithmetic	Transcribg. (books) Coll. Less. Object Reading cards	Dictation—slates Coll. Less. Reading Arithmetic	Transcribing (books) Coll. Less. M. Arith. Reading cards	
1.55 to 2.30.	I. II. III.	Gallery Classes Desks	Coll. Less. Scrip. Reading—secular Readg. (Scrip. cards)	Coll. Less. M. Arith. Readg. (Scrip. cards) Writing figures	Coll. Less. Scrip. Arithmetic—Mental Readg. (Scrip. cards)	Coll. Less.—History Readg. (Scrip. cards) Writing small letters.	

* Sewing for girls from 12 till 2 o'clock. (See bye-law 55.)

SCHEDULE D.—(1) AND (2) SPECIMEN FORMS

(18.) (19.) REGISTRATION.

(20.) ANNUAL RETURN OF ATTENDANCE, &c. (SCHEDULE E).

(21.) EXAMINATION SCHEDULES (SCHEDULE F)

SCHOLARS TO BE PRESENTED FOR EXAMINATION.

(22.) Every child who has attended 100 days and over must be presented for examination, unless absent from the school through some unavoidable cause, and no child may be so presented who has attended less than sixty days since last inspection.

SCHOLARS NOT TO BE PRESENTED TWICE IN THE SAME STANDARD.

(23.) No child who has passed in any standard except the sixth in any of the Board's schools may be presented again in the same standard, but must be placed in a higher one, unless special cause can be shown to the satisfaction of the Inspector.

SCHOLARS OVER NINE YEARS OF AGE.

(24.) No child who is over nine years of age may be presented in the preliminary standard for examination, except there is some special excuse for doing so, as previous illness, etc.

CLASSIFICATION OF SCHOOLS.

(25.) Schools will be rated as first, second, third or fourth class according to (a) organisation and discipline ; (b) the proportion of pupils presented for examination ; (c) the percentage of passes obtained by them ; (d) the proportion of passes obtained in Standards IV., V., and VI., as compared with those obtained in the lower standards ; (e) intelligent knowledge of the extra or class subjects.

PUBLIC EXAMINATIONS.

(26.) Public examinations of the schools in New Providence shall be held annually, as the Board may direct.

In the Outislands, where practicable, the Inspector may, at his annual visits, conduct public examinations, to which the School Committee and other inhabitants shall be invited.

CHAPTER II.

SCHOLARS.

ADMISSION OF SCHOLARS.

(27.) The parent or guardian applying for the admission of any child into a school under the Board shall furnish the teacher with its name

and age, and with the name, residence and occupation of its parents or guardian.

ADMISSION AND EXPULSION.

(28.) No child who is over five and under sixteen years of age shall be refused admission into or expelled from any school without the sanction of the Board.

CERTIFICATES.

(29.) Any scholar under sixteen years of age who shall have been in any school not less than two years, and who shall receive the mark "very good" in all the subjects prescribed in Standard VI., shall receive a certificate of graduation.

ABSENTEES.

(30.) In all cases of absence the teacher shall ascertain the cause; and when the compulsory clauses of the Education Act are inapplicable (see Bye-Laws 58, 59, and 60), and the absence is continued for more than a month without sufficient reason, the name of the scholar shall be erased from the register.

PUNISHMENTS.

(31.) To enforce proper discipline, it shall be lawful for the teachers to inflict the following punishments:—

- a. Confinement after school hours.
- b. Lessons or tasks to be learned.
- c. Public rebuke or censure.
- d. Moderate corporal punishment, with a cane or switch, when the above are ineffectual.
- e. In extreme cases, with permission from the Board—expulsion, the teacher having power to suspend while awaiting the Board's decision.

CHAPTER III.

THE TEACHERS.

CLASSES OF TEACHERS.

(32.) The recognised classes of teachers shall be:—

- a. Principal teachers, who must be certificated.
- b. Assistant teachers.
- c. Pupil teachers.
- d. Monitors.
- e. Teachers of needlework.
- f. Teachers of any other industrial pursuit.

APPLICATIONS.

(33.) Each candidate for the office of teacher shall forward to the Secretary a letter written by himself (or herself) accompanied by a testimonial from a minister of religion.

EXAMINATIONS.

(34.) Every candidate shall undergo an examination by the Inspector of Schools, similar to that of a pupil teacher, at the end of the fifth year. (See Schedules G. and M.)

(35.) The following scale of marks shall be used in the examination of candidates for schools :—

SCHEDULE G.—SCALE OF MARKS.

Subjects.	Marks.			
	Maximum.	Excellent.	Good.	Fair.
Scripture	75	60	45	30
Class Teaching and School Management*	125	100	75	50
Reading*	75	60	45	30
Spelling*	75	60	30	30
Writing*	50	40	60	20
Arithmetic* and Bookkeeping	100	80	45	40
Grammar*	75	60	45	30
Composition	75	60	45	30
Geography†	75	60	45	30
History	75	60	45	30
Euclid (Domestic Economy for females)	50	40	30	20
Algebra (Needlework for females)	50	40	30	20
Music	50	40	30	20
Drawing*	50	40	30	20
Totals	1,000	800	600	400

MINIMUM MARKS REQUIRED TO PASS.

(36.) The minimum number of marks required to pass in the fourth class shall be 400 ; in the third class 500 ; in the second class 600 ; and in the first class 800.

TRAINING.

(37.) Candidates who have passed as above may be sent for training, as vacancies occur, to the Boys' Central or other efficient school for such period as the Board may direct in each case, during which they shall each receive £2 per month, in aid of their personal expenses, together with the use of such books and apparatus as may be necessary.

EMPLOYMENT ON TRIAL.

(38.) Those candidates who, during the period of training, show that in addition to the necessary ability and acquirements as scholars, they have reasonable aptitude for keeping order and teaching, shall be eligible to be employed either as principal or assistant teachers for one year on trial.

CERTIFICATES.

(39.) After the trial year the teacher shall, if successful, be recognised as a "Public School Teacher under the Board of Education," and receive a certificate of the third or fourth class, according to the combined results of the teacher's own examination and of the year's work in school.

* Failure in subjects marked * excludes a candidate from appointment.

† Including the use of the Mariner's compass and the finding of courses and distances on a map of the Bahamas.

(40.) A certificate shall be raised to the second class after not less than three years' service including the trial year, the teacher having passed in the second class originally or by re-examination, and produced second class results at the last two annual inspections.

(41.) A certificate shall be raised to the first class after five years' service including the trial year, the teacher having passed in the first class originally or by re-examination, and produced first class results at the last two annual inspections.

FURTHER TRAINING.

(42.) Teachers who remain at an unsatisfactory grade of efficiency, or deteriorate, may be required to attend the Boys' Central or other efficient school for further training and instruction during such time as the Board may direct.

PROMOTION.

(43.) Efficient teachers will be promoted to higher schools as vacancies occur.

ATTENDANCE ON DIVINE WORSHIP.

(44.) Each teacher must when practicable attend some place of Divine Worship on Sundays.

PAID RELIGIOUS TEACHERS EXCLUDED.

(45.) No teacher shall be a paid agent of any religious sect or denomination.

DISCIPLINE.

(46.) In case of inefficiency or wilful neglect or disobedience the teacher may be punished by temporary or permanent diminution of salary, removal to a less important school, or temporary suspension without salary, the certificate being liable to be disrated. In extreme cases of the above nature, or in case of misconduct occasioning loss of character, the Board will recommend to His Excellency the Governor that the teacher be dismissed from the service, and the certificate will be cancelled.

SALARIES.

(47.) The salary of each teacher will be determined yearly upon consideration of the average number of pupils attending the school and the teacher's efficiency and length of service.

As a further inducement to teachers to exert themselves to the utmost to secure the best possible attendance during the year, and the best possible results at the inspection, a bonus of from 5 to 7½ per cent. on the salaries set down in the estimates will be paid to such teachers as shall appear to deserve it, such bonus to be payable along with the December's salary, or as soon after as may be practicable.

WHEN PAYABLE.

(48.) Subject to Bye-law 19 [monthly return to be filled up in a prescribed form] the salary for each month will be payable on the first day of the succeeding month.

PUPIL TEACHERS.

(49.) Pupil teachers are persons employed to serve in schools on the following conditions :—

- a. That no pupil teacher shall be appointed to any school having an average attendance of less than sixty children.
- b. That the school be favourably reported on and the teacher be considered by the Inspector capable of carrying them through the course of study prescribed in Schedule M.
- c. That they be presented annually to the Inspector and pass successfully according to this Schedule.
- d. That they be over fifteen years of age, and not subject to any bodily infirmity likely to unfit them for permanent employment under the Board.
- e. That they sign the agreement in Schedule L.

SALARY OF PUPIL TEACHERS.

(50.) The salary of pupil teachers shall be ten pounds for the first year, with an annual increase of two pounds ten shillings, provided they pass their examinations satisfactorily.

SCHEDULE L.

MEMORANDUM OF AGREEMENT.

SCHEDULE M.—TABLE OF QUALIFI-

TIME.	CERTIFICATE OF CHARACTER.	READING.	ENGLISH GRAMMAR.	WRITING AND COMPOSITION.	ARITHMETIC AND MATHEMATICS.	
For admission.	A certificate of good character from a Minister of Religion.	To read with fluency, ease, and expression.	To point out the parts of speech in a simple sentence.	To write from dictation, in a neat hand, with correct spelling, a short paragraph.	Numeration and Notation to millions. Tables of Weights and Measures. Sums as far as Long Division (Money).	
					MALES.	FEMALES.
End of the first year.	A monthly certificate of good conduct from teacher.	Improved articulation and expression in reading.	The noun, adjective, and verb with their relations in a sentence.	A paragraph from a newspaper, to be written neatly and correctly from dictation.	Practice and Proportion.	Reduction, Practice and Bills of Parcels.
End of the second year.	Same as above.	Same as above.	The pronoun, adverb and preposition with their relations in a sentence.	To write from memory the substance of a narrative read twice.	Vulgar and Decimal Fractions. Elements of Book-keeping in this and following years.	Proportion.
End of the third year.	Same as above.	Same as above.	Rules of Syntax.	To write as above; to repeat some part of 100 lines of poetry learned during the year.	Interest and rate per cent.; Euclid Book I., to proposition xv.	Vulgar and Decimal Fractions.
End of the fourth year.	Same as above.	Same as above.	Recapitulation. Latin roots.	Simple parsing, paraphrasing and analysis of sentences.	Recapitulation, Euclid Book I., to prop. xxvi. Algebra, first four rules.	Interest and rate per cent.
End of the fifth year.	Same as above.	Same as above.	Latin and Greek Roots, Affixes and Prefixes.	A short essay or theme on a subject chosen by the Inspector.	Euclid Book I., Algebra to end of simple equations with problems.	Recapitulation.

NOTE.—In every appointment to schools, all other things being equal, preference will be given to their ap-

CATIONS FOR PUPIL TEACHERS.

HISTORY.	MUSIC.	GEOGRAPHY.	DRAWING.	SCRIPTURE.	CLASS TEACHING.
		To have an elementary knowledge of Geography, and know the points of the compass.			
The succession of the English Sovereigns from Egbert to Elizabeth.	The shapes and length of notes and rests, places on the treble stave.	The British Isles and Bahamas, including the finding of courses and distances on a map or chart. [Maps to be drawn in this and the following years.]	Exercises in Freehand.	The books of Genesis and Matthew.	To teach a junior class in the presence of the Inspector.
The succession of the English Sovereigns from Egbert to Victoria.	Dotted notes and rests, time, various kinds, and signatures of diatonic Scales.	Europe and Ancient Palestine.	Exercises in Linear Geometry.	Genesis, Exodus and the Gospels.	To examine a class on the meaning of words taken from the reading lesson.
Outlines of English History from 1066 to 1484.	Intervals and sharps and flats.	The British Colonies.	Exercises in Linear Perspective.	The Acts of the Apostles.	To examine a class in Grammar, Geography or Arithmetic.
Outlines of History from 1485 to 1603.	Musical terms and recapitulation.	Asia and Africa.	Model Drawing.	The New Testament.	To give a gallery lesson.
Outlines of History from 1603 to the present time.	Recapitulation, to write from dictation a tune.	America and recapitulation.	Drawing on Black-board.	General Scripture History.	To give a gallery lesson on a subject chosen by the Inspector.

be given to those who have been pupil teachers and who have terminated successfully apprenticeship.

MONITORS.

(51.) Monitors are persons employed to serve as subordinate teachers in schools whose average attendance is upwards of thirty-five.

They are appointed on the following conditions :—

- a. That they be over twelve years of age.
- d. That they be presented to the Inspector annually for examination according to Schedule N.

SALARY OF MONITORS.

(52.) They shall receive the sum of four shillings per month during the first year, five shillings per month during the second, six shillings per month during the third, and eight shillings per month during the fourth and subsequent years as long as they are so employed.

SCHEDULE N.—QUALIFICATIONS FOR MONITORS.

YEAR.	READING.	ENGLISH GRAMMAR.	WRITING AND COMPOSITION.	ARITHMETIC.	GEOGRAPHY.	HISTORY.	RELIGIOUS KNOWLEDGE.
1st Year	Read with fluency, ease and expression from Standard V. Reading Book.	Parts of speech, with number, gender, case, mood and tense.	Write from dictation a paragraph from Standard V. Reading Book.	Addition, Subtraction, Multiplication, and Division of Money.	Same as Standards V. and VI. on paper.	Same as Standards V. and VI.	Genesis and Exodus.
2nd Year	As above, Standard VI. Reading Book, with meanings of words contained in part read.	Parse a simple sentence. Noun, verb, adjective, and pronoun, fully.	As above, Standard VI. Reading Book together with 25 lines of poetry and 25 lines of prose from memory.	Compound Rules. Weights and Measures.	As above, but more fully.	As above, but more fully.	Life of Christ and Acts of Apostles.
3rd Year	As above from Newspaper.	Recapitulation and Rules of Syntax.	Write from memory a short narrative, read slowly twice, and repeat 50 lines of poetry and 50 lines of prose.	Bills of Parcels, Practice, Proportion and Vulgar Fractions.	As above, but more fully.	As above, but more fully.	General Scripture History.

EXTRA INSTRUCTION OF ASSISTANTS, PUPIL TEACHERS, AND MONITORS.

(53.) Every teacher shall devote to the extra instruction of assistants, pupil teachers, and monitors not less than five hours per week, none of which shall be in the ordinary school hours, and not more than two of which shall be in the same day.

(54.) MONTHLY CERTIFICATE OF ASSISTANTS, PUPIL TEACHERS, AND MONITORS.

.

SEWING TEACHERS.

(55.) In all schools where a mistress or female pupil teacher is employed, instruction in needlework shall be given as part of the school course; but in mixed schools in which there is no such teacher a sewing teacher shall, wherever practicable, be employed on the following conditions:—

- a. All girls over eight years of age shall attend the sewing class except as provided for in 55 c.
- b. The sewing teacher shall attend every Monday, Wednesday and Thursday from twelve till two o'clock.
- c. The children shall be encouraged to bring plain work from their homes; but when none is brought, or such as is unsuitable, the pupils shall be provided with pieces of cloth on which the following operations shall be practised: Over-sewing, hemming, stitching, tucking, gathering, button-holing, darning, herring-boning, putting on band, putting in gusset.

All such pieces when filled shall be sent to the Education Office with the monthly returns.

Girls who have passed satisfactorily in the above may be exempted from further attendance at the sewing class.

- d. At the annual visit of the Inspector the sewing teacher shall be in attendance, and each girl engaged on a separate piece of work.

SALARY OF SEWING TEACHERS.

- (56.) The salary of sewing teachers shall be ten shillings per month.

MONTHLY RETURN OF NEEDLEWORK.

(57.) The following monthly return shall be sent from all schools where there is a mistress, a sewing teacher, or female pupil teacher employed. Schedule O:—

SCHEDULE O.

BAHAMAS—DEPARTMENT OF EDUCATION.

RETURN OF NEEDLEWORK FOR THE MONTH OF, 18...

NAME OF SCHOOL NAME OF TEACHER

Dates.	Days	No. of Girls Employed.		Remarks.
	Monday			
	Wednesday			
	Thursday			

LIST OF ARTICLES MADE OR MENDED DURING MONTH								
Articles of Clo hing, &c.	No. made.	No. mended.	Articles of Clothing, &c.	No. made.	No. mended.	Articles of Clothing, &c	No. made.	No. mended.
Shirts, Day	-		Dresses	-		Sheets	-	
" Night	-		Frocks	-		Quilts	-	
Collars	-		Petticoats	-		Curtains	-	
Cuffs	-		Chemises	-		Pillow Cases	-	
Fronts	-		Drawers	-		Towels	-	
Neckties	-		Bodies	-		Table Cloths	-	
Pants	-		Sacques or Jackets	-		Toilet Covers	-	
Drawers	-		Night Dresses	-		Dusters	-	
Coats	-		Aprons	-		Table Napkins	-	
Jackets	-		Pinafores	-		Other Articles	-	
Waistcoats	-		Nightcaps	-		Platting, yards of	-	
Flannel Vests	-		Stockings	-				
Handkerchiefs	-		Infants' Hoods	-				
Prs. Stockings or Socks*	-		" Jackets	-				
Knitted Braces	-		" Boots	-				
Other Articles	-		Other Articles	-				

CERTIFICATE OF GOVERNESS OR PUPIL TEACHER.

I, _____, certify the above return to be correct in every particular.

Teacher.

DECLARATION OF SEWING TEACHER.

I, _____, teacher of sewing at the Public School hereby declare that I have given regular attendance at the said school every Monday, Wednesday, and Thursday in the month of _____ (holidays excepted), from 12 till 2 o'clock p.m., and instructed the girls in needlework to the best of my ability. I also declare the above return to be correct in every particular.

Sewing Teacher.

CHAPTER IV.**ENFORCEMENT OF ATTENDANCE AT SCHOOL.**

(49 VIC., CAP. 16.)

(58.) The parent or guardian of every child of not less than six nor more than thirteen years of age shall cause such child to attend school; and upon conviction of failure to do so without reasonable excuse, such parent or guardian shall be liable to a penalty, which with costs shall not exceed one shilling for the first offence, nor two shillings and sixpence for the second offence, nor five shillings for the third or any subsequent offence.

(59.) Any one of the following reasons shall be reasonable excuse, namely:—

- a. That the child is under efficient instruction in some other manner.
- b. That the child has been prevented from attending by sickness or any unavoidable cause.
- c. That the child is in possession of a certificate from the Inspector of Schools of ability to read and write and of a knowledge of elementary arithmetic prescribed by Standard VI., (Schedule A.
- d. That there is no public school open within one and a half mile, measured according to the nearest road from the residence of such child.

(60.) The time during which every child shall attend school shall be the whole time for which the school selected shall be open for the instruction of children of a similar age, including the day fixed by the Inspector of Schools for his annual visit; provided always that nothing in these Bye-laws shall prevent the withdrawal of any child from any religious observance or instruction in religious subjects, or shall require the child to attend school on any day exclusively set apart for regular observance by the religious body to which its parents or guardian belong.

(61.) The time or times during which religious instruction is given shall either be at the beginning or end of the day, and shall be inserted in the time-table. (See Bye-law 11.)

(62.) The Inspector of Schools will issue certificates of merit to those scholars who pass in Standard VI., and other children not being scholars in the school shall be allowed to attend free of charge on the day of examination. All children who obtain certificates shall be exempt from these regulations.

CHAPTER V.

LOCAL SCHOOL COMMITTEE.

(63.) ELECTION OF TWO MEMBERS.

1. The city, township, or settlement in which a public school is situated shall be a "School District" for the purposes of the 18th *[21st] Section of the Education Act, 1886.

2. In the month of March in each year an election shall be held in the public school-room of each school district for the election of two persons to serve as members of the School Committee of such school district.

3. The teacher of the public school in each school district shall, in the month of March in each year, four days at least before the day of election, post on a door of the school-house a notice of the day and hour when the election of members of the School Committee will take place.

4. The meeting shall be presided over by a Justice of the Peace, if one be present; if not, the teacher may request the fittest person present to preside, or preside himself.

5. The teacher shall furnish the chairman with a list of persons entitled to vote; and no parent or guardian shall be entered in such list whose child has been continuously absent from school for four weeks preceding the day of election, unless such absence be owing to sickness or other unavoidable cause, in which case the vote shall be marked and explained in a foot-note.

6. The chairman having explained the objects of the meeting and read the duties of Local School Committees, shall call for nominations and write down the names of the nominees.

7. Should more than two persons be nominated, the chairman or some person under his direction shall call upon each person in the above-named list who may be present, to vote, and shall record the same by writing the name of the voter under the name of the nominee or nominees in whose favour the vote may be given.

8. The chairman shall count the votes and announce the numbers in each case.

9. The lists of votes shall be made in duplicate, and certified as being correct by the chairman and the teacher; one copy to be retained among the school papers, and the other to be sent to the Secretary of the Board of Education by the first opportunity.

10. Upon receipt of such list the Secretary of the Board of Education shall submit the names of the elected members to the Colonial Secretary, with a view to their being gazetted for public information along with the names of the appointed members.

11. In case of the death, removal from the Island, or resignation of an elected member, the remaining members shall have power to fill the vacancy till the next annual election.

* See footnote on page 18 above.

(64.)

DUTIES.

1. They shall co-operate with the teacher in securing the attendance at school of all children of school age who reside within a practicable distance.

2. They shall see that the school is conducted in accordance with the bye-laws of the Department.

3. The members shall undertake in rotation the duties of school visitor for one week, *i.e.*, visit parents of children who are irregular in attendance or do not attend at all; call at the school at least once during the week without notice, and take memoranda of the number present, order, occupation, etc.; keep memoranda of any irregularities in opening or closing school, of any days not being holidays when the school is not open, or of any other departures from the bye-laws with the explanation given by the teacher in each case.

4. A monthly meeting shall be held at which the teacher shall be present, and at which the memoranda of each school visitor shall be read and discussed.

5. The Committee may correspond with the Secretary of the Board asking for information or making suggestions or complaints respecting the school or the teacher.

6. Any two members of the Committee may take the teacher's declaration and countersign the returns, referring to either the school registers or to visitors' memoranda to verify the same.

7. It shall be the duty of Local School Committees to co-operate with the Board and its officers in rendering the schools as popular and efficient as possible.

CHAPTER VI.

(65.)

DUTIES OF THE CONSTABLE OF THE BOARD.

(49 Vic., Chap. 16, Sec. 31 [34].)

1. He shall prepare and keep correctly, by means of personal visitation and inquiry, a register of all children in Nassau and its suburbs who are between the ages of six and thirteen years, with the place of residence, name of parent, or guardian, date of birth, and school attended (if any) in each case according to a form supplied by the Secretary.

2. He shall visit all public schools in Nassau and its suburbs, including Sandilands, once a week, to obtain lists of absentees, with certificates according to 49 Vic., Chap. 16, Sec. 28 [31], Sub-sec. 4.

3. He shall look after and obtain information respecting children of school age who may be found in the streets, on the wharves, etc., during school hours.

4. He shall ascertain from the parents, from other informants, or, when practicable, by personal observation, the causes of non-attendance at school, and take memorandum thereof.

5. He shall submit to the Secretary a daily written report of the duties performed, together with the names of non-attendants at school.

6. He shall report to the sitting Magistrate at Nassau such parents or guardians as he shall deem to have violated the Education Act, and attend in Court to give evidence against them.

7. He shall report himself at the guard-room daily at 9 a.m., Sundays excepted.

8. He shall be engaged as above, or in such other duties connected with the Department as may be directed during eight hours per day, Sundays and Public Holidays excepted.

VISITORS.

(66.) The persons authorised by Section xx. of the Education Act, and those nominated by the Governor as Visitors, shall in addition to the privileges conferred by the Act, be allowed to inspect the school registers or any official books, and to enter their views in the visitors' book.

CHAPTER VII.

(67.) INSTRUCTIONS TO THE SECRETARY TO THE BOARD AND INSPECTOR OF SCHOOLS FOR THE EFFICIENT ADMINISTRATION OF THE CODE.

CONCLUDING CHAPTER.

APPEALS.

(68.) [Right of Appeal of School Teachers.]

(69.) A copy of the Code shall be placed in a prominent position in every Schoolroom.

APPENDIX E.

EXTRACT FROM GENERAL DESCRIPTIVE REPORT ON THE BAHAMAS ISLANDS.*

I fear that in this Colony the type of education provided under the auspices of the Government is not that which is best suited to the needs of the masses, and if any real progress is to be effected, a radical alteration must be made in the present system. It may be said that none of the boys reached by the Education Act proceed with their studies after leaving school. As a rule the main object of the parents is to get them away from school, so that their services might be utilized on board a sponger or in some form of manual labour. In the very unlikely event of a boy showing an aptitude for book learning and making the best use of his training, his great ambition is to become a clerk in a store, or possibly to enter the Government Service. But the demand for this form of labour is extremely limited, and very poorly remunerated, whereas there is need for a good class

* General Descriptive Report on the Bahamas Islands, in which is included the Annual Report for 1902. Cd. 1985.

of artisans. At present there is not one master carpenter, blacksmith, or mason in the Colony, and no means of training these and possible exponents of other industrial arts. There are men who build houses and small craft, and fashion wood and iron into various shapes; but it is the "rule of thumb" which reigns, and there is little of the precision which comes of the trained hand and eye in conjunction with a trained mind. What is wanted here is a system based on that so ably conducted by Mr. Booker Washington at Tuskegee, in Alabama, United States of America, and until that or some similar scheme based upon industrial training as the main factor in the educational method is adopted, I fear that no improvement in the condition of the large native population in this Colony will be manifested. It is easy, however, to make destructive criticism, but although an alternative system may be advocated, it is almost impossible in a Colony like this, where the revenue is never sufficient for the calls upon it, to make the radical change which would be necessary in order to place this question upon a proper foundation, and unfortunately, so far, little disposition has been shown by the Legislature to assist the Government in its efforts to encourage practical agriculture, which, after all, is the industry upon which the mass of the people must rely, and about which at present they know next to nothing.

THE
SYSTEM OF EDUCATION
IN
BARBADOS.

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THE SYSTEM OF EDUCATION IN BARBADOS.

I.—INTRODUCTION.

The Island of Barbados (about the size of the Isle of Wight) contains in area 166 square miles, and the estimated population is 195,588. About one-twelfth of the people are reported as of pure European descent ; and the remainder are either blacks or of mixed European and African origin, the blacks making up about three-fourths of all the inhabitants. Size and population.

The first colonists occupied the island in 1625 under a grant from King James I., and their numbers increased so rapidly during the Great Civil War of England that in 1650 the white population was set down at 30,000. First Settlement 1625.

Slaves were first imported from Africa to work on the cotton and tobacco plantations in 1636, and as soon as the cultivation of sugar was introduced, perhaps in 1637, the number of Africans imported rose to such an extent that before the end of the seventeenth century the population of the Colony was said to be 150,000. 1636 and 1637.

At an early period provision was made for the celebration of Divine Services in accordance with the forms of the Church of England. In 1645 there was a church in each of the eleven parishes. But the educational needs of the children were not cared for during the first century of the Colony's existence. It was considered then and for very many years afterwards most undesirable to give any instruction to the children of slaves. 1645.

The oldest educational institutions in the island are those in connection with Codrington College. In the year 1711 Colonel Sir Christopher Codrington, a native of Barbados, and proprietor of certain estates in the parish of St. John, bequeathed the whole of his landed property to the Society for the Propagation of the Gospel in Foreign Parts for the purpose of establishing and maintaining a college or school for the higher education of the youth of the island, and for supplying trained ministers for the work of the Church in the West Indies. He also stipulated that schools should be established on his estates for the instruction of the slaves. In 1712 the Rev. John Holt was sent out by the Society as their first chaplain, and he was specially charged to give attention to the slaves and their children. Oldest Educational Institutions : (a) Codrington College.

A High School was commenced on these estates in 1721, which was the beginning of the present Grammar School known as the Lodge School. An arrangement was also made by which the trustees of the Codrington estates assisted some of the most promising pupils at the Grammar School to continue their education at one of the English Universities. (b) The Lodge School

(c) The
Harrison
Foundation.

The benevolent example of Sir Christopher Codrington was followed in 1733 by Mr. Thomas Harrison, a merchant of Bridgetown, who gave to the parish of St. Michael a certain building and a sum of money for the education of poor boys.

(d) The
Alleyne
School.

In 1785 Sir John Gay Alleyne, of Bawdens estate, bequeathed an annuity of £60 a year to the parish of St. Andrew for the education of the poor white class. This is the endowment of the present Alleyne Second-Grade School in this parish.

(e) The
Christ
Church
Foundation
School.

Some time in the eighteenth century the parish of Christ Church received a bequest of 100 acres of land from a Mr. Williams, the rent of which is still used to provide a limited number of poor white boys and girls with an education in English subjects.

(f) The
St Mary's
and Central
Schools.

Through the energy of Lord Combermere, then Governor of Barbados, two schools were established—St. Mary's in 1818, and the Central School in 1819. The former was for the education of free coloured children and the children of slaves, and seems to have been supported entirely by Voluntary Grants, assisted by a Grant from the Church Missionary Society. The Central School was for poor white children. The vestry of each parish contributed to its maintenance and was allowed to send two pupils. The Legislature also granted this school a fixed sum annually, and this was the first Grant made by the Government for educational purposes.

(g) The
Hutchinson's
Trust.

In 1857 Mr. Emmanuel Hutchinson bequeathed a house and certain property for the founding of a school for the education and clothing of thirty-six poor children of the white population, eighteen of each sex. This school does not now exist, owing to the loss of the Trust Funds through depreciation of land.

(h) Parochial
or Parish
Schools.

Besides the afore-mentioned institutions there were several Parochial Schools in certain parishes supported by Vestry Grants for the benefit of the poor white and middle class. Such schools have long ago fallen out of existence.

II.—PRIMARY EDUCATION.

1838—1846.

After the emancipation of 1838, the Church of England, the Moravians, and the Wesleyans devoted themselves earnestly to the education of the children of the labouring classes, and by 1844 there were in connection with the Church of England fifty-eight schools with 3,932 children; four Moravian with 359 children; four Wesleyan with 416 children. It is also stated that there were at that time one hundred and forty-nine private schools with an attendance of 2,745 pupils.

1846—1850.

The first Grant by the Legislature for popular education was made in 1846, when a resolution was passed by the House of Assembly granting £750 annually to the Bishop of the Diocese for disbursement among the schools belonging to the Church of England.

At this time there was no inspection nor any system of examination for testing the teaching given to the children.

In 1850 the first Education Act was passed appointing a Committee of the Legislature to look after the education of the people. Grants-in-Aid were to be given to the schools of all denominations according to certain regulations, and an Inspector was appointed at an annual salary of £100, he being allowed to hold office at the same time as a teacher in the Central School. The grant was distributed according to a plan proposed by the late Bishop Rawle, then Principal of Codrington College. Principal Rawle argued that the people would value what they paid for, and he accordingly arranged that a school should receive Legislative aid in proportion to the average attendance and the amount raised from school fees. From 1850 to 1858, through the energy of the Inspector and the active co-operation of the clergy of all denominations, the number of schools and the attendance increased rapidly.

Education Act of 1850.

In 1858 another Act was passed considerably extending the liberality of the Legislature. The salary of the Inspector was raised to £300, and he was required to devote his undivided attention to the duties of his office. The subjects of instruction were also at this time defined as follows:—Reading, writing, arithmetic, religious instruction from the authorised version of the Bible, grammar, geography, music and English history. Arrangements were also made for training pupil teachers, and the issuing of certificates of proficiency to teachers.

Education Act of 1858.

In 1866 the system of making Grants as before described was abolished. There were many objections to it. Although a large number of young persons had been brought under school discipline, it had not produced the educational results that were expected, and there was an inducement to fraud which many teachers had been unable to resist. The system of payment according to examination results was framed by the Inspector and was adopted by the Committee, and that is the system which, with recent modifications, still obtains in Barbados, and under which educational efforts have prospered.

A Commission, with Dr. Mitchinson, then Bishop of the Diocese, at its head, sat in 1875-76, and in its Report recommended various changes which were embodied in the Education Act of 1878. This Act increased the expenditure on Elementary Education from £4,000 to £9,000, and limited the cost of the entire educational system of the Colony to £15,000. A Sub-Inspector was appointed, and the Vestries were relieved of their obligation in respect to the education of the poor, with the exception of providing and keeping in repair school buildings as required by the Education Board.

Commission of 1875-76.

In 1890 an Act was passed to consolidate the Acts relating to Education. This Act, as amended in 1897, is the instrument under which the education of the island is at present carried on.

Education Act of 1890, amended in 1897.

In 1894 the expenditure on education exceeded £16,000, and a Commission was appointed, with the late Bishop Bree as President, to enquire into the system of education. A few of the recommendations of this Commission were adopted, and following on the Report sent in by it were the amendments made in 1897.

Commission of 1894.

One of these amendments fixed the amount to be expended on Elementary Education at £11,000, and this sum is annually voted by the Legislature of the Colony.

Central
Authority.

The Education Act of 1878 had swept away the Committee which had existed since 1850, and provided for the formation of a Board to consist of four members of the House of Assembly, three of the Legislative Council and two others, all to be appointed by the Governor of the Colony. This provision was maintained in the Consolidating Act of 1890, but in 1897 an amendment was made to the Education Act requiring that five members should be selected from the House of Assembly, two from the Legislative Council, and two others; the appointments being vested in the Governor as by the Act of 1878. In Appendix B will be found the Education Act of 1890, as amended by the Act of 1897.

The recommendation made by the Education Commission of 1894-96 with respect to the constitution of the Board was not adopted.

The Board is entrusted with the general control of the Elementary Schools. They make rules and regulations for their good government; for the subjects to be taught; for the appropriation of all sums granted in aid; and for the remuneration of the masters, mistresses, assistant teachers, and pupil-teachers. The Board does not, however, appoint the teachers; it approves or disapproves, as the case may be, of the appointments submitted to them by the local Managers.

There are no Government Schools, strictly so called, although the entire cost of Elementary Education is borne by the general revenue of the Colony, with the exception of the providing of school buildings.

All rules made by the Board for the government of the Elementary Schools, before they become law, must be approved by the Governor in Executive Committee, and published six times in the Government "Gazette." No bulletin is issued by the Board for the interpretation of the Rules and Instructions issued by them from time to time; this is done by the Inspectors at their visits, or by correspondence with the chairman of the local Managers.

The cases in which there has been any conflict between the decisions of the Central Board and the local Managers have been few, and with these exceptions the system has worked harmoniously.

Local
Authority.

Each Elementary School is under the control of three Managers, consisting of the minister of the district in which the school is situated, or of the chapel to which the school is connected, and of two laymen whose names are submitted annually for appointment by the Board. There has never been any difficulty in obtaining the service of capable and proper laymen as co-Managers, and in a few districts the lay Managers exercise the privilege given them of visiting the schools and of being present at the annual inspections.

The principal duties of the local Managers are (1) the appointment and dismissal of teachers and pupil-teachers, subject in each

case to confirmation by the Education Board ; (2) the control of the expenditure of grants made to them for the erection and repairs of school buildings ; (3) fixing the rate of school fees ; (4) considering applications for the remission of school fees ; (5) investigating complaints against school teachers.

The chairman of every school committee is required by rule to visit each school in the district at least four times during each quarter.

As there are no Government Schools in the Colony, so none of the buildings are the property of the Government, nor does the Central Government grant any aid towards their repairs. In the case of schools connected with the Anglican Church, the majority of the buildings are the property of the vestries of the several parishes ; some few which were built by private subscriptions are the property of the district in which they are situated. School Buildings.

With a few exceptions, the Moravians and Wesleyans are the owners of all the schools in connection with their missions. Several rooms are rented for school purposes.

The money spent on repairs, etc., of school property is furnished by the vestries in accordance with the Education Act. This sum amounts to £950 annually, but is very inadequate. It is distributed by the Central Board on estimates furnished by the local Managers. The sum raised by any one parish must be expended on the schools in the parish. No new school can be started without the sanction of the Central Board unless, of course, the local Managers are prepared to pay the teacher's stipend. Many school buildings are too small for the attendance, and much inconvenience is thereby caused in the arrangement of classes, but as time goes on and funds are available this defect will be remedied.

It must be borne in mind that the system of Education is not of very long standing, as also the fact that the Colony's resources are limited at every point.

The work of School Inspection is performed by an Inspector and an Assistant Inspector. An Inspector's Assistant renders help in the examination of the larger schools and in paying surprise visits. Inspection and Administration.

The island is divided into a northern and a southern district ; the former consists of seven parishes, and the latter of the four largest and most populous parishes.

Each school is examined annually, and surprise visits, for the purpose of checking the registers, etc., are paid at least twice per quarter by the Inspectors or their Assistant.

Besides the work of inspection the Inspectors and their Assistant examine the pupil-teachers and hold the annual examination of teachers for certificates. The Inspectors have also to attend the investigation of charges involving the dismissal of teachers, assistants or pupil-teachers. Reports are always forwarded to the Central Board on all examinations and investigations.

All correspondence and the administration of the amounts voted for education, including the grants for repairs raised by

the vestries, is carried on through the Education Office ; the staff of which consists of a Secretary and an Assistant Secretary. All the officers are appointed by the Central Board and are on the same footing as public officers appointed by the Governor. The members of the present staff are all natives, three of whom are graduates of Universities.

Attendance. The Education Act of 1878 did not make attendance at school compulsory, but contained a clause by which compulsory attendance could be enforced. Up to the present time this clause has not been put into operation. Children are admitted into school at the age of four years and are allowed to remain until they have passed Standard VII., or have reached the age of sixteen years.

There are about 40,000 children in the Colony of the school age. The number on the roll in 1901 was 23,660, and the average attendance 13,547.

In 1897, when the highest numbers were reached, the roll was 28,757, and the average attendance 15,556.

At the census of 1891 it was estimated that there were 10,538 children in private schools or being educated at home, but it has been considered that the majority were not being educated at all. Since the Legislature undertook the education of the people, and the fees in the Public Elementary Schools were placed at the lowest possible rates, it has been impossible for private adventure schools for the poorest classes to furnish even a moderate income for anyone capable of keeping a school. There is no inspection or notice taken of any private school that may exist.

**Private
Schools.**

**Number of
Elementary
Schools, and
conditions
of aid.**

There are 169 Public Elementary Schools—43 boys, 41 girls, 32 mixed (boys and girls) and 53 infant schools.

The conditions of aid are :—

- (a) That the school is necessary to the district ;
- (b) That the school premises are healthy, well ventilated, properly furnished, and supplied with suitable offices, and contain sufficient accommodation for the scholars attending the school ;
- (c) That is taught by a person approved of by the Board.
 1. Married women will not be regarded as suitable persons to be teachers except under special circumstances ;
- (d) That the teachers are not allowed to undertake duties not connected with the school, which occupy any part whatever of the school hours ;
- (e) That it is managed by the supervising minister, and
 1. two other persons appointed annually by the Board ;
- (f) That the school be conducted strictly according to the rules made by the Education Board, a copy of which must be kept at the school, and all returns of information concerning the school asked for by the Board be promptly furnished ;
- (g) That the school and school books be at all times open to the inspection of the Education Board or any member thereof, and to any or either of its officers ;

(h) That the Chairman of the Managers visit the school four times at least during each quarter ;

(i) That needlework be taught in all girls' schools ;

Every school is required to be under the charge of a certificated School Staff. teacher. Schools other than infant schools with an average attendance of fifty children are under the charge of a certificated teacher and an assistant teacher or pupil-teacher. To a school averaging 100 are assigned a head teacher and two assistants or pupil teachers. For schools having an average attendance of 150 the staff consists of a head teacher, two assistant teachers and a pupil-teacher. In infant schools the number in average attendance must be slightly higher in each case to obtain an addition to the teaching staff. No school is retained on the aided list which fails to obtain a quarterly average of thirty.

For the purpose of instruction each school is usually divided into nine classes, and the children are classified according to their proficiency in reading, writing and arithmetic, and no child may be promoted to a higher class who has not passed at the annual inspection the standard prescribed for the class in which he is placed. Classes may be grouped for object lessons, for instruction in the principles of agricultural science, for singing and for religious knowledge. The religious instruction is undenominational. It is given in every school, but there is the usual conscience clause under which any child may be withdrawn whose parent or guardian objects to his receiving such instruction. During the last sixteen years there have been only two withdrawals from examination in this subject.

No physical drill is taught, nor has there as yet been any provision made for instruction in drawing, cooking, manual training or handicrafts. There is also no kindergarten system. The school hours are from 10 a.m. to 4 p.m., but a school may be assembled at 9.30 a.m., the teacher being required to be present fifteen minutes prior to the beginning of school work.

The following is the Standard of instruction prescribed :—

FIRST CLASS.

Reading.—Sheet Lessons. First Primer.

Writing.—Single letters.

Arithmetic.—Forming figures.

Religious Knowledge.—The Lord's Prayer.

SECOND CLASS.

Reading.—Second Primer.

Writing.—Small letters and a sentence from reading book slowly dictated.

Arithmetic.—Numeration and notation up to 99. Addition and subtraction mentally with numbers up to 12.

Religious Knowledge.—To say distinctly the Lord's Prayer.

Singing, Object Lessons.

THIRD CLASS.

Reading.—First Book.

Writing.—To write sentences dictated from the Reading Book.

Copy-writing Nos. 1 and 2.

Arithmetic.—Numeration and notation up to 999. Adding and subtracting mentally up to 100, and on slates up to 999. Very easy problems.

Religious Knowledge.—To say the Lord's Prayer, the Creed and Ten Commandments.

Singing, Object Lessons, Recitation.

FOURTH CLASS.

Reading.—Second Book.

Writing.—To write a passage from the Reading Book dictated in clauses.

Arithmetic.—Numeration, etc., of five figures. Multiplication and division. Sums mentally and on slates. One easy problem.

Religious Knowledge.—To write any portion of the First Standard test and to answer questions on a portion of the Gospel set beforehand.

Singing, Object Lessons, Recitation.

FIFTH CLASS.

Reading.—Third Book.

Writing.—To write on paper or slate a passage from the Reading Book. Copy-writing Nos. 5, 6, and 7.

Arithmetic.—Numeration, etc., of all the simple rules, including long division of six figures. Easy problems including only one rule.

Religious Knowledge.—To write on paper or slate any portion of the First Standard test, and to answer questions on a selected portion of the Bible set beforehand.

Grammar.—To declare the parts of speech in a sentence and to form simple sentences.

Needlework.—(See Appendix A., Schedule III., Standard III.)

Singing, Recitation, Domestic Economy.—(Girls only.)

* *Useful Occupations.*—(Boys only.)

SIXTH CLASS.

Reading.—Fourth Book.

Writing.—To write, on paper or slate, a passage from the Reading Book. Copy-writing Nos. 8, 9, and 10.

* This was inserted with the hope that school managers would see their way to have boys taught some trade (carpenter's, joiner's, tailor's or shoemaker's, etc.) before leaving school, and the Education Board are willing to make grants where a trade is properly taught. Up to the present, however, no school managers have applied for a grant under this head.

Arithmetic.—The simple and compound rules applied to money problems.

Religious Knowledge.—Same as the Fifth Class.

Grammar.—Declension of nouns and pronouns. Conjugation of verbs. Full parsing of a single sentence.

Geography.—Definitions. Geography of the schoolroom and neighbourhood. Knowledge of the map of the world.

Needlework.—(See Appendix A, Schedule III., Standard IV.)

Music.—To sol-fa at sight an easy piece in the natural key. To answer questions from an elementary book.

Singing, Recitation, Domestic Economy.—(Girls only.)

Useful Occupations.—(Boys only.)

SEVENTH CLASS.

Reading.—Fifth Book. Unprepared passages.

Writing.—To write a passage, on paper or slate, of the same standard as the reading.

Arithmetic.—Reduction and the compound rules in all the tables. Problems.

Religious Knowledge.—To answer questions on two selected books or portions of two selected books of the Bible.

Grammar.—Rules of Syntax. Parsing of a difficult sentence.

Geography.—Barbados. The West Indies. North and South America. Special attention to productions and peoples.

English History.—To the end of the reign of Richard III.

Needlework.—(See Appendix A, Schedule III., Standard V.)

Music.—To sol-fa at sight a piece in the Keys of G, D, F, B. To answer questions from an elementary book.

Singing, Recitation, Domestic Economy.—(Girls only.)

Useful Occupations.—(Boys only.)

EIGHTH CLASS.

Reading.—Sixth Book. Unprepared passages.

Writing.—To write a passage, on paper or slate, of the same standard as the reading.

Arithmetic.—Vulgar fractions. Simple proportion. Practice. Mensuration of rectangles.

Religious Knowledge.—Same as that required of the Seventh Class.

Grammar.—Composition and analysis.

Geography.—The British Isles and India.

English History.—To death of Charles I.

Needlework.—(See Appendix A, Schedule III., Standard VI.)

Music.—Same as Seventh Class.

Singing, Recitation, Domestic Economy.—(Girls only.)

Useful Occupations.—(Boys only.)

NINTH CLASS.

Reading.—As the Eighth Class, but with more expression, etc.

Writing.—To write a passage, on paper or slates, of the same standard as the reading.

Arithmetic.—Compound proportion. Interest. Decimals.

Religious Knowledge.—Same as that required of the Seventh Class.

Grammar.—Same as the Eighth Class, but better work is demanded.

Geography.—The British Empire.

English History.—From the Great Rebellion to the present time.

Needlework.—Same as the Eighth Class.

Music.—Same as the Seventh Class.

Singing, Recitation, Domestic Economy.—(Girls only.)

Useful Occupations.—(Boys only.)

**Religious
Instruction.**

The instruction prescribed by the Regulations and the questions set on the Scripture authorised by the Schedule are strictly undenominational and undogmatic, but the Minister of a school, to whatever denomination it may belong, is not debarred from giving specific dogmatic teaching, and the teacher may also assist the Minister in this respect. There are no regulations setting forth the days or time that such instruction should be given in school; this is a matter of arrangement between the Minister and the teacher. The Central Board are never approached on this point, nor is it their wish that they should be.

Teachers.

An examination is held each year of those persons who have passed through a four years' course as pupil-teachers and who desire to obtain a teacher's certificate.

For the Syllabus of Examination for a third-class certificate, see Appendix A, Schedule V., First Year, and for the Syllabus of Examination for a second-class certificate see Appendix A, Schedule V., Second Year. See also Appendix A (Code of Regulations), Section IV.

Candidates passing the above examination are arranged in two divisions, viz., the Honours Division and Division II. Males who obtain 800 marks and females who obtain 750 marks are placed in the Honours Division. Candidates who, though not qualified for the Honours Division, obtain not less than 500 marks are placed in Division II.

A candidate, after passing the examination, can be employed as an assistant teacher; and a third class certificate is granted on obtaining favourable reports from an Inspector for two full years of service as a head teacher, or for two years as an assistant and one year as a head teacher.

Every alternate year a further examination is held, open to teachers holding third class certificates and wishing to qualify for second class certificates. The syllabus for this examination is somewhat wider than that appointed for the first examination and the standard is higher. The successful candidates are divided into two divisions, the proportion of marks required for admission

to the Honours Division being the same as before. A teacher who passes this examination receives at once a second class certificate.

Promotion from the second class to the first class is earned by good service only.

The teachers now in service are classified as follows :—

	Men.	Women.
Class I.	22 ..	4
„ II.	20 ..	8
„ III.	51 ..	39
Employed as Head Teachers but not passed 3rd Class Certificate Examination.	3 —	20
Passed the Certificate Ex- amination, but not yet classified	76 —	67
	172	138

The system of payment by results obtains in this Colony, and the salaries of teachers are made up by grants under the following heads :—

- (I.) Capitation Grant.
- (II.) Premium Examination Grant.
- (III.) Certificate Bonus.
- (IV.) Bonus for Instruction of Pupil-Teachers.

In 1900 three teachers received more than £100 from the Government; eleven received between £70 and £100; thirty-eight between £50 and £70; and the rest less than £50. No teacher is granted less than £25 per annum.

Most of the female teachers are paid on the same scale as the male teachers; but by a recent amendment to the Code, all new female teachers receive only 75 per cent. of what a male teacher would receive under similar conditions.

The salaries of assistant teachers range from £10 to £25 per annum.

The pupil-teacher system is organised on the same lines as in England, and a pupil-teacher must be fourteen years before he can obtain an appointment. The standard of attainment required on entering the apprenticeship is that of the eighth or ninth class in reading, dictation, arithmetic, English and one other subject. The period of apprenticeship is generally four years, and each pupil-teacher is required to pass an examination at the end of each year of service.

For the subjects of examination for pupil-teachers *see* Appendix A, Schedule IV.

The services of pupil-teachers are remunerated at the following rates :—

1st year	£	0	0	per annum.
2nd „	5	16	8	„
3rd „	6	13	4	„
4th „	7	10	0	„

The most satisfactory female pupil-teachers are offered a two years' course at a Training College in Antigua ; the amount spent annually on such training being £300.

There is at present no provision made for the training of male teachers.

Pensions.

For the past twenty years or more it has been the custom for the Board of Education to recommend teachers to the Legislature for pensions on their becoming superannuated. All who have been so recommended have received pensions ranging from £10 to £25 per annum. One very satisfactory teacher was a short time ago granted a pension of £50 per annum after fifty years' service.

A Bill has just been passed by the Legislature arranging for a fixed scale of pensions for all Elementary School teachers, thus preventing application to the Legislature in each individual case. A copy of this Bill is printed as an Appendix to this Report. (See Appendix C.)

Fees.

The rate of fees to be paid by children attending public Elementary Schools is decided by the Managers of each school and must not exceed 3d. per week for each child. The usual fee in the country districts is a penny per week for older children and a half-penny for infants. The fees are received by the head teacher and are retained by him as part of his income. Managers have the power of deciding, in cases of poverty, what children should be received into school free of charge.

In consequence of the scarcity of money among the people school fees are very badly and irregularly paid. The total amount collected during 1900 was £1,007 and the average attendance 13,795.

There are no continuation schools or classes.

Work among the labouring classes is begun at 7 o'clock and ends after 5 o'clock in the afternoon.

Expenditure.

The entire cost of Elementary Education is borne by the Central and Local Government. Prior to 1898 the expenditure on Elementary Education was not fixed, and supplementary estimates were frequently sent in to the Legislature towards the close of a year. This was due to the system of payment by results. In November, 1897, the Education Act was amended, and the amount to be spent on Elementary Education limited to £11,000. This sum includes the amounts granted for books and furniture and the tuition of pupil-teachers. It does not include the sum spent on the training of teachers nor the amount spent on Primary School exhibitions.

The sum raised locally for school purposes has already been stated in this Report, as well as the amounts raised by school fees.

Voluntary subscriptions do not exist.

The means adopted for accommodating a system of payment by results to the Legislature enactment fixing the amount of expenditure is stated in Section 7 of the Education Act, which is printed as an Appendix to this Report. (*See Appendix B.*)

As a connecting link between Elementary and Higher Grade Exhibitions. Education six Primary School scholarships were established by the Education Act of 1878, on the recommendation of the Education Commission of 1874-76.

One scholarship is awarded annually after a competitive examination, is tenable at either of the two First Grade Schools for boys for a period of six years, and is of the annual value of £25; the sum of £150 each year is thus spent in giving the most promising boys in Primary Schools a First Grade Education. Results have shown that the money expended on these exhibitions has been well spent.

III.—SECOND GRADE EDUCATION.

The Legislature rendered no assistance to Secondary Education before 1858. By the Education Act passed in that year, it was authorised that a sum, not exceeding £300 per annum, might be spent in assisting any school that existed or might be established for the education of the middle classes. First grant to Second Grade Education.

There were at that time certain parochial schools supported by endowments, parochial grants and fees of pupils.

The Education Committee also provided exhibitions by allotment to each separate Second Grade School.

On the recommendation of the Education Commission of 1875-76 these schools were placed on a different basis. Change in system after 1875-1876.

A governing body was constituted for each school, of which there were then five in number, for boys only. There are now six, four for boys and two for girls. Governing Bodies.

On each Governing Body the Education Board is represented by two members, annually appointed by them; except in the case of one school the Governors of which are the Education Board. Education Board represented on Governing Bodies.

The Governing Bodies appoint and dismiss the head teachers, supervise the schools, and are responsible for all receipts and expenditure. All assistant masters are appointed and dismissed by the head teachers subject to the approval of the Governors. Duties of Governing Bodies.

The Education Board frame the schemes for the establishment and management of these schools, which, on receiving Legislative sanction, have the force of law. In the schemes framed by the Board the subjects of instruction and the fees to be charged are set forth, and all other matters which have for their object the good government of the schools. Schemes how framed.

The subjects of instruction set forth in the present schemes are :— Subjects of Instruction.

(a.) Arithmetic.

(b.) Mathematics.

- (c.) The English Language.
- (d.) Latin.
- (e.) French.
- (f.) Geography.
- (g.) History.
- (h.) Religious Knowledge.
- (i.) Elements of Natural Science.
- (j.) Some other modern European Language.
- (k.) Drawing.
- (l.) Vocal Music.
- (m.) Drill.

Although in the syllabus of instruction, drawing has never been taught in the boys' schools, it has been successfully taught in the girls' schools and certificates obtained from the Department of Science and Art, South Kensington (now the Secondary Branch of the Board of Education).

Needlework is also taught in the girls' schools.

Shorthand and bookkeeping have within the last three years been introduced into the largest of the boys' schools, and the Education Board hope that as time goes on it will be found practicable to take up these subjects in all of them.

Annual Examinations.

The upper Forms of each Second Grade School are prepared for the Cambridge Junior Local Examination. The lower Forms are examined annually by a local Examiner appointed by the Governors and his report is transmitted by them to the Education Board.

School-age.

Boys are admitted at the age of seven and may be retained ordinarily until they have reached the age of seventeen, and specially up to nineteen.

Girls are admitted at the age of seven and may be retained ordinarily until they have reached the age of fifteen, and with special permission up to eighteen.

Income how derived.

Each school receives a fixed grant from the Government, and this grant along with fees of pupils, and in one or two cases private endowments, are the sources from which the income of each school is derived.

Attendance.

The number of pupils, boys and girls, usually in attendance is 250.

Expenditure.

The amount annually voted by the Legislature for Second Grade Education is £1,100—£800 in fixed grants and £300 for exhibitions.

Exhibitions.

There are sixty exhibitions at £5 each, twenty awarded annually and tenable for three years. The subjects of examination are dictation, arithmetic (the four simple and compound rules), geography and English grammar. Any boy under twelve years of age may compete.

At the expiration of the three years for which a Second Grade Exhibition is awarded, a boy may elect to renew it with a more difficult examination, including vulgar and decimal fractions, French and Latin, and if he is successful he can retain it up to the age of sixteen.

The vestries of the parishes in which these schools are situated also grant exhibitions to the parents of boys in straitened circumstances, subject to the regulations framed by the Education Board. Girls as well as boys may be elected to parochial exhibitions. Parochial Grants.

There are several private schools of a Second Grade type in the island, principally in and near Bridgetown. There is no inspection of these, nor is there any recognition of them by the Government. They aim at passing children in the Cambridge Local Examinations. Private Schools.

IV.—FIRST GRADE EDUCATION.

It was in 1721 that a High School, which was the beginning of the present Lodge School, was started in order to impart to the sons of the gentlemen of the island an education sufficient to enable them to proceed to English Universities. The staff of this school were paid by pupils' fees and possibly out of a grant from the Society for the Propagation of the Gospel, on whose estates and at whose cost the buildings were erected. The Lodge School, 1721.

It was in 1733 that a similar school was founded by a Mr. Thomas Harrison, as mentioned in the introduction to this report, to supply boys of the parish of St. Michael with a liberal education. The number of boys on the foundation was not to exceed twenty-five, and the administration of all matters connected with this foundation was entrusted to a Board of Governors or Trustees established under Mr. Harrison's will. This foundation was the beginning of the present Harrison College. Harrison College, 1733.

For nearly a century and a half both these High Schools were conducted by their respective Boards without aid from the Legislature. In 1871 a grant of £800 was voted by the Legislature by way of exhibitions to assist boys in paying their expenses at these schools. In this year also Harrison College was re-organised and opened on its present basis with a staff of three masters. Earliest grant made by the Government towards First Grade Education.

Both these schools remained under the management of Trustees unrecognised in any sense as public Boards until the passing of the Education Act of 1878. This Act reconstituted the Governors of both schools, styled thereafter not Trustees but Governing Bodies, and at the same time sanctioned a grant of £1,000 per annum towards the upkeep of Harrison College and £500 towards the maintenance of the Lodge School. Increase in Grant in 1878.

The higher education of girls was not provided for until 1881, when, under the provisions of the Education Act of 1878, Queen's College was started "for the purpose of furnishing a sound and high-class education to girls of the upper and middle classes of society." This school stands on the site of the old "Central School" for girls, and receives Government aid to the extent of £400 per annum. Queen's College.

At Harrison College there is a staff of nine masters, eight of whom are graduates of English Universities. One of these masters gives instruction in German only. This staff does not include Staff of First Grade Schools.

the teachers in the Science Department, mention of whom will be made later on.

The staff of the Lodge School consists of three masters, all of whom are graduates of English Universities. Besides the resident staff, instruction in agricultural science is given two days in each week by the Assistant to the island Professor of Chemistry.

The staff at Queen's College consists of nine mistresses and a master for teaching physical exercises.

The head teachers are appointed and dismissed by the several Governing Bodies, and all assistant teachers are appointed and dismissed with the concurrence of the Governors by the head teachers.

The Blue Book issued annually by the Government states in detail the emoluments of the several teachers of these schools.

There are no pensions given to the teachers of either First or Second Grade Schools.

There is attached to Harrison College a well-equipped chemical laboratory, and the Science Department is under the control of the island Professor of Chemistry and Agricultural Science, who is appointed by the Education Board; and the Science staff consists of the Professor of Chemistry, an Assistant Professor, and a Lecturer provided by the Imperial Department of Agriculture recently established in the West Indies by the Imperial Government.

Curriculum
at First
Grade
Schools.

The range of work in the two Boys' High Schools extends from an average Upper Fifth standard to the level of open University Scholarships, and comprises the following subjects :—Greek, Latin, English, French, German, Divinity, Mathematics, Science. No provision is made for what is termed a modern education.

The High School admits girls who can pass an examination in reading simple narrative, writing text hand, and easy exercises in addition and subtraction, with the multiplication tables. This test represents the standard of the Preparatory Form. Starting with this standard, the work of the school extends to that of the Senior Cambridge Local Honours' Certificate. Girls are also prepared for the South Kensington Drawing Examinations, the Ablett Drawing Examination, and the London Institute Needlework Examinations. Class singing lessons and drill exercises are taken once and twice a week respectively.

Annual
Examination.

The work of the Upper Forms of the two Boys' Schools is tested annually by the Cambridge Syndicate for the examination of schools. Schedules are forwarded to the Syndicate in September each year, giving the list of work prepared, and in November the papers arrive in the colony, and on the completion of the examination the answer papers are forwarded to the Syndicate for their report.

The three Lower Forms at the Girls' School are examined annually by a local examiner appointed by the Governors, and the Fourth, Fifth and Sixth Forms are sent in for the Cambridge Local Junior and Senior Examinations, the class lists of which invariably testify to careful and sound work.

Exhibitions. For the purpose of encouraging the education of deserving boys

at the First Grade Schools the Education Board are authorised to spend annually £350 on exhibitions—twenty junior and ten senior. Such boys must be natives of the colony, and must be sons of parents not in well-to-do circumstances.

The maximum age for admission to a junior exhibition is thirteen, and to a senior sixteen.

These exhibitions are awarded after a competitive examination in the subjects set forth in the regulations made by the Education Board.

The Vestries of four parishes are also authorised by the Education Act to lay rates for the granting of exhibitions to deserving boys. The regulations for the tenure, etc., of these exhibitions are also framed by the Education Board. There are no First Grade Scholarships for girls.

The fees charged for boys attending the High Grade Schools are:—Preparatory Form, £5 per annum; the First Form, £10; all other Forms, £15. For girls £3 15s. is charged per annum in the Preparatory Form, £7 10s. in the Lower Forms, and £10 in the Upper. Fees.

The amount annually voted for First Grade education is £2,250—Expenditure.
£1,900 as grants-in-aid and £350 for exhibitions.

The ordinary attendance at the three High Grade schools is about Attendance.
320—200 boys and 120 girls.

V.—UNIVERSITY EDUCATION.

There is in the colony a College founded, as stated in the introduction to this report, by the sole benevolence of General Sir Christopher Codrington. The erection of the buildings was commenced in 1714 and completed in 1743, and in 1745 a Grammar School was opened at the College with twelve scholars on the Foundation and with from twenty to thirty not on the Foundation, under the direction of a master and usher, both clergymen. This school was kept up with varying success until 1780, when the hurricane of 10th October of that year almost destroyed the buildings. Codrington College.

In 1789 a school was re-opened on the upper estate with six boys on the Foundation. In 1797 the College was repaired and re-opened under the principalship of the Rev. Mark Nicholson, assisted by a Mr. Thomas Moody, styled writing master, with eighteen scholars on the Foundation.

The institution continued on this principle until 1829, when it was remodelled as a strictly Collegiate Institution and no longer as a mere Grammar School for boys, with the Rev. J. H. Pinder, M.A., of Caius College, Cambridge, as Principal. In 1831 another hurricane ravaged the Colony and unroofed nearly all the College buildings, causing a temporary disarrangement of the work at the institution.

In 1835 the Rev. Mr. Pinder retired and was succeeded by the Rev. H. J. Jones, M.A., of Exeter College, Oxford, who held office until his retirement in 1846.

In 1847 the Rev. R. R. Rawle, Fellow of Trinity College, Cambridge, was appointed Principal, and under his guidance until 1864 the usefulness of the College, from an educational point of view, was largely increased. The Rev. Mr. Rawle resigned in 1864 and was succeeded as Principal by the Rev. W. T. Webb, who had been a student at the College under Mr. Rawle. Mr. Webb was Principal for twenty years, and during that time a long roll of students was added to the Matriculation list.

In 1875, through the influence and energy of Bishop Mitchinson, the College was affiliated to the University of Durham, and from that date to the present time the course of study in any branch pursued is that directed by the Senate at Durham, and all students at Codrington College are admissible to all degrees, licences, and academical ranks in the several Faculties of the University.

From 1830 to the present time 393 students have matriculated at Codrington College, and old Codringtonians are to be found in every profession in the West Indian colonies.

The staff at the College at the present time consists of a Principal and two Professors. The College is in no way under the control of the Government, but is under a local Trust Council and Executive Board: the Trustees being the Society for the Propagation of the Gospel in Foreign Parts. The usefulness of the college has in recent years been limited by the depreciation in the value of the estates caused by the depression prevailing in the sugar market. The number of students at the college at the close of 1901 was twelve; there have been as many as twenty-one in residence at the same time.

Scholarships. Four scholarships of the annual value of £40 each are provided by the Government, tenable at Codrington College for a period of two years. Candidates for these scholarships must be under twenty years of age, natives, or the sons of natives of Barbados, or of persons domiciled in the island, and have resided therein for at least ten years. The examination of candidates is conducted by the College authorities in accordance with the regulations framed by the Education Board, and the Board elect to the scholarships according to the report of the examiners. These scholarships were established in 1850.

Besides the scholarships tenable at Codrington College there are four scholarships termed the Barbados Scholarships—one awarded annually and tenable for four years at an English University, or at an Agricultural or Technical College in Europe or America to be approved by the Education Board. Each of these scholarships is of the annual value of £175; they were established by the Education Act of 1878. The conditions as to age and birth are the same as those for the scholarships at Codrington College, and the standard of proficiency is such as prevails at the colleges of Oxford and Cambridge in respect of examinations for open scholarships and exhibitions. The examination questions are set by examiners appointed by the Cambridge Syndicate each year on the application of the Education Board, and forwarded to them. The papers are returned to the Syndicate, and on the receipt of their report the scholarship

is awarded to the candidate who stands highest in order of merit, if in the opinion of the examiners he is deemed eligible for election. The roll of Barbados scholars is a credit to the Colony, and these scholarships have been a great incentive to sound learning.

The scholarships which used to be granted from the funds of Codrington College have of recent years ceased owing to the loss of trust moneys. It is hoped that with the promise of better times for the sugar industry some of these scholarships will be revived.

VI.—REFORMATORIES AND SPECIAL SCHOOLS.

There is a Reformatory entirely under Government control, to which youthful offenders are sent and detained according to the term of sentence pronounced on them. The boys in this institution undergo strict discipline, are taught the three R's, and work on the land connected with the institution.

There is no such institution existing for girls, but an Act has been recently passed by the Legislature for establishing one. This Act will not, however, be put into operation unless and until the finances of the Colony are equal to the necessary expenditure.

There is no provision made for the education of deaf, dumb, blind or defective children. There are two orphan homes supported entirely by the subscriptions of charitable persons. There is no provision for technical or industrial schools, but the time is not far distant when it is likely that the subject of technical and industrial education will have to be seriously considered by the Government.

J. E. REECE, Inspector of Schools.

J. A. CARRINGTON, Assistant Inspector of Schools.

J. R. NICHOLS, Secretary to the Education Board.

May, 1902.

Note.—The following is taken from Colonial Reports—Annual, No. 368, Barbados. Report for 1901–1902:—

"During the year the lectures to the teachers of the Elementary Schools inaugurated by the Imperial Commission of Agriculture have been continued, and for the first time prizes were given by the Imperial Department of Agriculture at the local show for peasants, to pupils from these schools for the best exhibits of the commoner vegetables growing in pots, boxes, etc. This is a step in the right direction, and cannot fail to be of the highest value in inculcating the best methods of growing plants, and the main principles which underlie the practice of agriculture. Thirty-four teachers have received certificates as being competent to give instruction in agriculture.

"It is intended to hold annual exhibitions of plain needlework and to give money prizes to successful competitors with a view to encourage the acquisition of a good knowledge of this useful branch of school work by the girls in the Elementary Schools. The necessary grant of money has been made by the Legislature.

"The question of starting an industrial school for the purpose of teaching useful handicrafts to lads has been under consideration. Suitable buildings for the purpose exist, and a scheme for teaching carpentry, plumbing, masonry, and smithwork, etc., has been worked out. It is hoped that when the circumstances of the Colony improve and money becomes available this important matter will be taken up."

APPENDIX A.

CODE OF REGULATIONS FOR ELEMENTARY SCHOOLS.

I.—GENERAL REGULATIONS.

1. CONDITIONS TO BE OBSERVED.

1. The conditions on which the Education Board will grant aid to any new school, or continue aiding schools which are already on their list, are as follows :—

[For the conditions *see* p. 48 above, Section II. Primary Education.]

2. TYPES OF SCHOOLS.

2. The types of Elementary Schools aided by the Board will be as follows :—

- (a.) Boys', taught by a master ;
- (b.) Girls', taught by a mistress ;
- (c.) Primary Mixed (Boys and Girls), taught by a master ;
- (d.) Infant Mixed (Boys and Girls), taught by a mistress ;
- (e.) Combined (Boys and Girls), taught by a master, or, under exceptional circumstances, by a mistress.

3. The type of an aided school must not be changed without the sanction of the Education Board. Each change will be considered on its merit. In the event of the Education Board requiring the types of schools to be changed to boys' and girls' schools, the Education Board will, for a period of one year from date of change of type, so arrange the grant to the schools as to cause as little loss of income as possible to those teachers affected by the change, provided the average attendance and the efficiency of the schools be maintained. If upon the change of the type of a school the service of an uncertificated mistress be retained either as head teacher or assistant, the Education Board will so divide the premium grant between the head teacher and assistant as to them shall seem proper.

3. AVERAGE ATTENDANCE.

4. Elementary Schools already in receipt of aid will be allowed to continue on the list, so long as the average attendance does not fall below thirty in any school.

4. AGE OF ADMITTANCE, ETC.

5. Children under the age of seven years will not be admitted into a Primary School unless they have passed Standard II.

6. Children over the age of seven and not over the age of eleven who have never attended a Public Elementary School may be received into a Primary School, if they can read an easy passage to the satisfaction of the Inspector. Any child over the age of eleven and not over the age of fifteen may be received into a Primary School.

7. No child can be retained in an Elementary School after he has passed Standard VII., nor after the end of the month in which he attains the age of sixteen.

Any pupil, who has not attained his or her sixteenth birthday, may, with the approval of the Supervising Minister and the Inspector, if of the same sex as the principal teacher, be retained in any public Elementary School ; provided that the attendance of such pupil shall not be recorded in the

attendance register, nor allowed in any way to affect the Government grant to the school.

8. Children may be admitted into Infant or Combined Schools, and included in the returns of average attendance between the ages of four and eleven years. No child shall be allowed to remain in an Infant School after he has passed Standard II., except under the provision of Rule 38, nor after the end of the month in which he attains the age of twelve years.

No girl shall be allowed to remain in a Combined School taught by a master after she is twelve years of age if, in the opinion of the Inspector, she can attend a Girls' School. Similarly, no boy shall be permitted to remain in a Combined School taught by a mistress after he is nine years old.

5. SCHOOL HOURS, DISCIPLINE, ETC.

9. In Elementary Schools aided by the Education Board, work shall be begun not earlier than 6.30 a.m., nor later than 10 o'clock, and shall cease at 4 p.m. One hour shall be allowed for the recess, which shall fall between 1 and 2 p.m. The teacher must be present at least 15 minutes before the time for beginning work; and should, so far as it is practicable, exercise a general supervision of the pupils during the time allowed as the mid-day recess.

10. The Managers will be expected in every case, as far as lies in their power, to make provision for the adequate accommodation of the pupils attending the school in their respective district. Ordinarily, six square feet will be regarded as the superficial area necessary for each child in an Infant School, and eight square feet in a Combined or Primary School. The teacher shall not be allowed to admit more children than can conveniently be accommodated, if such children can find accommodation in other aided schools in the neighbourhood. The Education Board will not grant any money for the enlargement of a school if the children can find accommodation in other aided schools in the neighbourhood.

11. It shall be the duty of the teachers to give particular attention to the ventilation and cleanliness of their school-rooms and the premises connected therewith.

12. The teachers shall practise such methods for maintaining discipline in their schools as would be exercised by a kind and judicious parent in his family; and shall avoid corporal punishment in all cases where good order can be preserved by milder measures.

If a pupil's misconduct appears to call for his expulsion from the school, the case must be brought before the School Managers and settled by them, and they shall refer the proceedings to the Education Board for confirmation or otherwise.

13. The Board will not retain a school on the aided list so long as the teacher then in charge of it is retained in his or her position, if they have reason to be dissatisfied with its general condition as reported by the Inspector, or in the event of immorality or grave impropriety of conduct on the part of the teacher coming to their knowledge, or in case of serious disproportion being reported to them after a premium examination between the amount earned by passes and that earned by the attendance of children.

II. SALARY GRANT TO TEACHERS.

1. FIXED ALLOWANCE.

14. The teacher of every Elementary School, which maintains the required average attendance, will receive from the Board a fixed quarterly

allowance, in consideration of such required average attendance, at the following rate :—

In a Pure Primary School	-	-	-	-	-	\$18.*
„ „ Mixed do.	do.	-	-	-	-	\$13.
„ „ Boys' or Girls' do.	do.	-	-	-	-	\$13.
„ „ Combined do.	do.	-	-	-	-	\$11.
„ an Infant do.	do.	-	-	-	-	\$ 9.

2. CAPITATION MONEY.

15. In every Elementary School receiving aid, a capitation allowance will be paid at the following rates per quarter to the teacher on so much of the average attendance as is in excess of the required average :—

					cents.
In a Pure or Mixed Primary School	..	..	..	..	24.
In a Boys', Girls' or Combined School	..	..	..	..	18.
In an Infant School	..	..	..	..	12.

To teachers hereafter appointed, the capitation allowance for each child over 100 in average attendance will be two-thirds the above rate in each type of school.

16. The capitation allowance may be increased if the Inspectors report to the Education Board that the average attendance of the schools had been seriously lessened by rain, or epidemic sickness.

17. To the grants afore-mentioned will be added the amounts earned as examination premiums at the last preceding examination and the certificate bonus to which the teacher is entitled.

18. By the Education Act Amendment Act, 1897, the grant for Elementary Education is limited to £11,000. To keep the expenditure within this limit a deduction will be made from the premium grants whenever this is necessary.

19. For any breach of the regulations, for neglect of duty, or for lack of discipline, the grant to the teacher will be subject to a deduction proportioned to the gravity of the fault.

20. The grant to teachers of every Elementary School will be paid monthly to the Supervising Minister, or to one of the Managers, if circumstances require it. Changes, resignations, or dismissals of teachers during the quarter will be dealt with on their several merits.

21. Female teachers hereafter appointed shall receive only three-fourths of the amount of salary which would be paid to a male teacher in a similar position.

22. No head teacher, notwithstanding the foregoing rules, shall receive a smaller salary than the maximum grant to an assistant.

III. PREMIUM GRANTS.

I. GENERAL REGULATIONS.

23. Every Elementary School on the aided list shall be examined once in each year by the Inspector, the Assistant Inspector, or the Inspectors' Assistant—at least a week's notice being given to the Supervising Minister that he may apprise the teacher and notify the same to the Managers.

24. Every child shall be eligible to participate in the premium examination of any school, provided his name has been on the books of that school, and no other, for at least twenty-two weeks immediately previous to the

* A dollar in Barbados = 4s. 2d.

week in which the examination is held. Vacation weeks must not be counted.

25. The head teacher shall prepare for the examination, in such manner and by such time as may be required by the Inspector, a schedule containing the names and ages of all the children to be presented for examination, arranged according to the Standards in which they are to be examined.

26. Every scholar shall be presented in the Standard next higher than the highest in which he has before passed whether in his present or in any other school. The Inspector shall, however, have the authority to examine a pupil otherwise if in his opinion it is an advantage to the child for him to do so.

27. The Examiner shall furnish the school with a copy of the result of the examination to be preserved as a school record.

2. PRIMARY SCHOOLS AND DEPARTMENTS.

28. The Elementary Examination in Primary Schools or Departments shall consist of tests in :—

A :—

1. Reading.
2. Dictation.
3. Arithmetic.

B :—

1. Religious Knowledge, unless a parent or guardian shall have notified the Supervising Minister that he conscientiously objects to the child receiving instruction in this subject.
2. Copy-writing in Standard III. and IV.
3. Recitation.
4. Useful occupations—(for boys only).
5. Sewing—(for girls only).

29. Those children who pass in reading, dictation and arithmetic in the Standard in which they are presented, will be regarded as having passed the Standard, and will be eligible for examination in class subjects and singing. No more than two class subjects shall be taken by any class. Standard III. can only take one subject—English.

30. The Standards for the Elementary Subjects are set forth in Schedule I., Class Subjects in Schedule II.

31. A grant of 12 cents will be made for a pass in reading, dictation, arithmetic, religious knowledge, copy-writing, useful occupations, grammar, geography, history, domestic economy and music.

A grant of 6 cents will be made for a pass in sewing and recitation, and 3 cents for a pass in singing.

32. The examination in reading, dictation, arithmetic, religious knowledge, copy-writing, and sewing must be individual. In all the other subjects the pupils may be taken individually or by sample, and the examination may be oral or written at the option of the examiner.

3. INFANT SCHOOLS OR DEPARTMENTS.

33. The examination in Infant Schools or Departments shall consist of tests in :—

A :—

1. Reading.
2. Dictation.
3. Arithmetic.

B :—

1. Religious Knowledge, if the parent or guardian does not con-

scientifically object to the child receiving instruction in this subject.

2. Recitation for Standards I. and II.

34. Those children who pass in reading, dictation, and arithmetic in the Standard in which they are presented will be regarded as having passed in the Standard, and may be presented for examination in singing and object-lessons and Standards I. and II. in copy-writing.

35. A grant of 8 cents will be made for each pass in reading, dictation, arithmetic, and religious knowledge. In recitation, copy-writing, and object-lessons a grant of 4 cents will be made for each pass, and 3 cents for a pass in singing.

36. The Standards of examination in Infant Schools and Departments are set forth in Schedule I.

37. The examination in reading, dictation, arithmetic, religious knowledge must be individual; in the other subjects the pupils may be taken individually or by sample at the discretion of the Examiner.

38. Children who have passed Standard II. should be transferred at once to a Primary School. The Inspector, however, may allow any pupil to remain in an Infant School if in his opinion it is an advantage to the child that he should do so.

4. COMBINED SCHOOLS.

39. In classifying a Combined School for examination the children will be arranged in the Standard work of Infant and Primary Schools; and the premiums paid will be the same as those paid to Primary and Infant Schools.

IV. TEACHERS.

40. An examination will be held annually of persons seeking to obtain certificates as teachers.

41. The examination is open to persons who, being upwards of eighteen years of age—

- (a.) have completed their course at a training institution recognised by the Education Board;
- (b.) hold certificates as teachers from some other colony;
- (c.) have served for at least four years as pupil-teachers and passed their examinations in their respective years of service;
- (d.) are employed in schools aided by the Board at the time of examination as teachers or assistant teachers. Females who have been employed as private assistants to teachers for six months will also be admitted to this examination until such time as the Board shall in their annual instructions to teachers withdraw this permission.

42. All candidates who do not hold certificates from the Education Board must take up the first year's subjects; and in order to obtain a third-class certificate a teacher must not only pass this examination, but must also obtain favourable reports from an Inspector for two full years' service as head teacher or for two years as an assistant and one year as head teacher.

43. Persons who have passed the Cambridge Local Examination for Juniors or any equivalent examination, will be excused the first year certificate examination provided they pass in the school management paper required for first-year candidates, and will be eligible for appointment as assistant teachers. Persons who have passed the Cambridge Local Examination for Seniors, or any equivalent examination, will be excused the second-year certificate examination provided they pass in the school management paper required in both examinations.

44. Teachers who have obtained third-class certificates must, in order to obtain a second class, pass successfully in the subjects for the second year. This examination will be held biennially.

45. A list will be published after the examination showing the names of successful candidates arranged in two divisions.

46. Certificates of the second class can be raised to the first class by good service only.

47. A certificate may at any time be recalled, suspended or reduced to a lower class ; but not until the Board has informed the teacher of the charges against him and given him an opportunity of explanation.

48. Certificate bonuses at the undermentioned annual rates will be paid to teachers of both sexes who have obtained certificates, so long as they are employed as principal teachers in schools in connection with the Education Board.

For certificates granted :—

	First class.	Second class.	Third class.
Prior to 1885	- \$72	\$48	\$24
In 1885 and 1886	- \$60	\$40	\$20
Since 1886	- \$36	\$24	\$12

49. The syllabus of examination for both first and second year teachers will be found in Schedule V.

V. PUPIL-TEACHERS AND ASSISTANTS.

50. The average attendance for which it is deemed necessary to have an assistant or pupil-teacher is fifty in a Primary or Combined School for two consecutive quarters, and seventy in an Infant School. Additional assistants or pupil-teachers must be appointed whenever the Education Board require it ; provided that not more than two assistants be allowed in any school. A pupil-teacher must be appointed if any further addition to the staff be deemed necessary.

51. A candidate for the office of pupil-teacher must be at least thirteen years of age, and must be presented to the Inspector at the annual premium examination and pass in reading, dictation, arithmetic, English, and one other subject in Standard VI. or VII. A candidate must have attained the age of fourteen years before he can receive an appointment, and no candidate may be appointed who is over eighteen years of age. A testimonial of good character should be required from every candidate for the office of pupil-teacher.

52. A pupil-teacher or assistant must be, except under special circumstances, of the same sex as the teacher of the school in which he or she is engaged.

53. The quarterly stipends of pupil-teachers in their different years of service will be as follows :—

1st year	- - - - -	\$6.
2nd do.	- - - - -	\$7.
3rd do.	- - - - -	\$8.
4th do.	- - - - -	\$9.

The increase shall begin on January first following the annual examination.

54. Every pupil-teacher will be examined at the close of each year of his apprenticeship. If a pupil-teacher fails to pass any one of his annual examinations, and be permitted to remain in the service, only half the grant will be paid in the year following the failure. Two failures during the course will entail dismissal.

55. The instruction to pupil-teachers must be given out of school time ; and the time for study under the personal superintendence of the teacher

should not be less than an hour and a half daily throughout the school week. One hour daily for five days, and the remaining two hours and a half on Saturday, will be deemed by the Education Board an equally satisfactory arrangement. A time-table and register of the actual instruction given by the teacher to his pupil-teachers shall be kept at the school, and be always open to the inspection of the Supervising Minister and the Inspectors.

56. A grant at the rate of sixteen dollars per annum will be paid in each year, after the annual examination of pupil-teachers has been held, on account of the instruction of every pupil teacher who has passed the examination for that year. This amount will be paid to the teacher who was responsible for his instruction during the twelve months preceding the examination, and in case the pupil-teacher has been under the tuition of more than one teacher the amount will be divided between these teachers in proportion to the time during which the pupil-teacher was instructed by each of them. When a teacher is responsible for the instruction of more than one pupil-teacher the Board will make arrangements for such further payments as shall to them seem fit.

57. The subjects of examination for pupil-teachers in their several years will be found in Schedule IV.

58. As soon as a pupil-teacher shall have passed the fourth year's examination he will then be called Assistant Teacher and will receive \$12 per quarter. He will be required to attend the next First Year's Certificate Examination. If he pass, he will receive \$15 per quarter; if he fail, his stipend will be reduced to \$9 per quarter. Two failures will entail dismissal.

59. Any person who has passed the Certificate Examination in the first or second division may be appointed an assistant teacher in a school where his services may be deemed necessary. On the appointment being confirmed by the Education Board such assistant shall receive \$15 per quarter during his first year of service. The first year of service will be reckoned as complete on December 31st following the appointment, provided the assistant has been entitled to salary for at least nine months, otherwise his full year of service will not be regarded as complete until the end of the second December following the appointment. Assistants will be entitled to an addition of \$6 per annum during their second year of service, and of \$12 during their third year. A sum equivalent to 3 per cent. per annum of the premium granted to the head teacher of the school in which he is serving shall be added to the assistant's fixed salary of \$6 per month during his fourth year as assistant, and an additional 3 per cent. for each additional year until a maximum salary of \$10 per month shall be paid to such assistant teacher. All persons who have passed such examinations as are accepted by the Board in the place of the Certificate Examination shall, if appointed as assistants, receive remuneration at the same rates as those referred to in the preceding section. Those persons already employed as assistants who have passed only in the third division of the Certificate Examination shall receive a sum of £10 per annum, so long as they are allowed to retain their situations. The average attendance which would justify the application for a pupil-teacher will be deemed sufficient to authorise the appointment of an assistant.

60. In the event of a school to which a pupil-teacher or assistant has been appointed falling in average attendance no grant will be made if for two consecutive quarters the average attendance should be less than forty in a Primary or Combined and fifty-five in an Infant School.

61. No assistant or pupil-teacher shall be required to teach or to perform any other duties except the preparation of his own lessons for more than five hours in every day.

62. The appointment and dismissal of a pupil-teacher or assistant teacher must in every case be made by the Managers. The teacher may, however,

suspend a pupil-teacher until he can communicate with the Supervising Minister. He may not suspend an assistant, but he must report any irregularity to the minister immediately.

63. An assistant or pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, dishonesty or immoral conduct. Ordinarily a month's notice will be given.

VI. FEES.

64. Every child in attendance at an Elementary School must pay a school fee of not less than one cent. per week in an Infant School or Department, and two cents in a Primary School or Department. The scale of fees must in each school be regulated by the Managers and no remission or reduction of these can be made by the teacher without their sanction. Children unable to pay the prescribed school fee shall be received into the school if, in the opinion of the Managers, they are entitled on account of poverty to free instruction.

65. The Education Board will not assist any Elementary School in which any child shall be charged for its instruction at a higher rate than 6 cents per week.

66. No child who has been at a public Elementary School shall, without the sanction of the Education Board, be received into any other public Elementary School, aided by the Education Board, unless the teacher of the latter school is satisfied by a statement from the teacher of the former school, that the fees on behalf of such child have been either paid or remitted.

67. No arrears shall be claimed for a longer period than twelve weeks, nor at a higher rate than two cents in Primary Schools or Departments, or one cent in Infant Schools or Departments per week.

VII. NEEDLEWORK.

68. To any Primary or Combined School in which it is desired to have plain needlework taught, the Board will be willing to make a grant not exceeding \$6.00 per quarter in aid of the salary of a duly qualified Instructress on the following conditions :—

- (a.) That at least thirty girls are in average attendance. Girls of the Second Standard in an adjacent Infant School may be permitted to attend this class, and be included in the attendance ;
- (b.) That the Instructress possesses a certificate of competence issued by the Board ;
- (c.) That two afternoons in each week be devoted to needlework.
- (d.) That the Instructress be not permitted to teach in more than two schools ;
- (e.) That a register of girls attending the work school be regularly kept by the Instructress.

69. If the teacher or assistant teacher of a Girls' Primary or Combined School be qualified to impart instruction in needlework and be duly appointed as the Sewing Mistress, twelve cents will be paid for each pass, but the grant of \$6 mentioned in Regulation 68 will not be paid. A small grant of \$1 per quarter will be allowed to provide materials.

70. A person desirous of being appointed Instructress must furnish a certificate of good character from a Minister or one of the Inspectors, and must pass satisfactorily in the needlework examination of second-year teachers.

71. The Standards of examination in needlework will be found in Schedule III.

VIII. SPECIAL GRANTS-IN-AID.**1. FOR FITTINGS, FURNITURE, ETC.**

72. Any school on the aided list for which such a grant is required must have special application made in its behalf by a requisition in a form which will on application be supplied by the Education Board. On receipt of the requisition, if the Education Board see fit, a grant will be made for the purpose, provided that not more than five dollars shall (except under special circumstances) be granted in any one year to any Elementary School.

Under the above heading are included official books, writing desks, masters' desks, book-presses, benches, monitors' seats, clocks, black-boards, ink-stands, easels, maps, map-stands, lesson-boards, lesson-stands, ball-frames, brooms, bells, mats, scrubbing schoolroom, etc. Applications made later than the month of October in any year will not, except under special circumstances, be considered.

At every premium examination the Inspector and Assistant Inspector are instructed to enquire for and report upon articles supplied under this Rule.

2. FOR BOOKS AND STATIONERY.

73. An adequate supply of school materials shall be maintained in each school, to which end assistance will be given to every school on the list of the Board towards furnishing books, maps, slates, copy-books, registers, visitors' books, inks, pens, penholders, lead and slate pencils, and school stationery generally, by orders on a stationer, in accordance with the detailed quarterly requisitions filled in by the teacher and signed by the Supervising Minister. The grant will be calculated according to the average attendance of each school.

All articles thus supplied, capable of being marked, must be plainly marked with the name of the school before they are brought into use.

Unless the school buildings are kept secure, and proper receptacles are provided for school requisites, these grants will be discontinued.

The articles granted under this rule may not be used for the instruction of pupils in any Sunday or night school without the sanction of the Education Board. The Inspector and Assistant Inspector are instructed to examine into and report upon the condition and security of these supplies at every premium examination.

74. Requisitions for books and stationery must be sent to the Secretary of the Board along with the quarterly returns, on forms which will be supplied by the Secretary.

IX. OFFICIAL BOOKS.

75—84.

X. QUARTERLY REPORTS.

85—88.

XI. MANAGERS.

89. Previous to the close of each year every Supervising Minister shall submit for appointment by the Board, the names of fit and proper laymen able and willing to act with him as Managers of the schools under his supervision for the ensuing year. Two members will form a quorum.

90. In the event of a vacancy occurring during the year in the Managers

of a school, from death, resignation, a prolonged absence of three months, or incapacity, fresh names must be submitted to the Board.

91. Every appointment or dismissal of a teacher, assistant teacher, or pupil-teacher, shall be made by the Managers; and the Board will expect to be notified in each case whether such appointment or dismissal is made with the concurrence of the Supervising Minister. Notice of appeal from a sentence of dismissal by the Managers must reach the Secretary of the Board within three days after such sentence has been pronounced, otherwise the appeal will not be entertained.

92. Appointments or dismissals shall be submitted to the Education Board for confirmation within fourteen days.

93. A month's notice must ordinarily be given by the Managers to a teacher in case of dismissal, and a similar notice by the teacher in case of resignation. If, however, the dismissal be for any grave fault the Board may withhold the salary of the teacher.

94. The Chairman of the Managers may suspend a teacher pending the investigation of a grave charge; in that case the charge must be investigated by the Managers within a week from the date of suspension. (Notice of an investigation must be sent to the Inspector or Assistant Inspector at least seven days previous, so that he may attend and report to the Education Board as required by the Education Act Amendment Act 1897.) The Chairman of the Managers must also immediately communicate the result of the enquiry to the teacher and the Education Board. If it appear to the Managers advisable the teacher may be further suspended until the Board shall have replied.

95. In case the Chairman of the Managers shall fail to obtain a meeting of the Managers within the specified time, he shall then report the matter at once to the Education Board to be dealt with by them.

96. The Board will look to the Managers to hear and determine any complaint that may be brought before them of undue severity of punishment of any pupil by a teacher, with a view to discouraging appeals to a court of law.

97. The Managers are also expected to prepare or approve estimates for repairs, etc., of the school buildings, and to satisfy themselves that such repairs are executed with due economy and efficiency.

98. The Managers shall, when possible, be present at examinations and on other public occasions, of which due notice shall always be given them by the Chairman.

XII. HOLIDAYS, ETC.

99. At Christmas there will be about two weeks' vacation, at Easter one week, at Whitsuntide two weeks, and in September two weeks. All other holidays, and the dates at which these vacations begin and end, will be notified from time to time by the Education Board.

100. Should it be necessary to close the school on any day or for a part of any day, ordinarily a school day, the consent of the Supervising Minister must be obtained, and the circumstances must be reported to the Education Board on the quarterly report. The Board will, if they disapprove, deduct a proportionate amount of the teacher's grant.

101. If the work of the school be continued in the absence of the principal teacher his place must be supplied by a person of whom the Supervising Minister has approved. It is undesirable that the pupil-teacher should be left in charge of the school. Acting teachers will not be permitted for a longer period than three months.

XIII. SCHOOL BUILDINGS.

102. During the month of January each year the Managers should furnish to the Education Board an estimate in detail of their requirements in regard to the erection, repairs, and rent of school-buildings, and the cleaning of out-offices, etc. The Board cannot undertake to deal, during the year, with requisitions which reach them later than the end of February.

103. The application must be accompanied by a certificate from the Managers showing that the previous grant has been duly expended.

104. The Board will not call upon vestries to repair as schools buildings in which the Sacraments are celebrated according to the use of any Christian Denomination ; or the internal arrangements or fittings of which are in the opinion of the Inspector inconvenient and ill-adapted for educational purposes.

105. So long as the yearly sum available for school-buildings and teachers' houses remains inadequate for the educational needs of a parish, the Board will give preference to those requirements for which the largest amount of local assistance is forthcoming. The Board will not hereafter entertain any fresh application for the rent of teachers' houses.

XIV. SCHEDULES.

106. The Schedules hereto annexed marked respectively, I., II., III., IV., and V., shall form part of these regulations.

XV. EXHIBITIONS FROM PRIMARY TO FIRST GRADE SCHOOLS—BOYS.

107. An exhibition of the value of £25 per annum, tenable for not more than six years, may be awarded annually by the Education Board to any boy of sufficient merit educated in an Elementary School, to be held at any First Grade School.

108. Any boy under thirteen years of age on the day of examination will be eligible as a candidate who for two years preceding his candidature shall (a) have received his education in some Primary or Combined School recognized by the Education Board, and (b) shall transmit to the Board a certificate of good conduct and character covering the above period from the teacher or teachers of the school or schools in which he has been educated, countersigned by the Supervising Minister or Ministers thereof, and (c) shall have passed Standard V., VI., or VII. in reading, dictation, arithmetic, and two other subjects of the Premium Examination of Primary Schools.

109. The Examination will take place at the same time, and will be conducted by the same Examiner, and in the same way as the Examination for Second Grade Exhibitions, and the subjects for examination will be—

- (a.) Writing from dictation.
- (b.) Geography.
- (c.) Arithmetic (including the work of Standard VII.)
- (d.) One of the following subjects :—
Euclid, Book I.
or The Latin Accidence.

XVI. TRAINING COLLEGE EXHIBITIONS.

110. There shall be four exhibitions not exceeding £50 per annum each in value, two to be competed for each year, tenable for two years at any Training Institution approved by the Education Board.

111. The exhibition may be awarded, at the discretion of the Education Board, to any girl between the age of sixteen and twenty years who—

- (a.) has passed the Cambridge Local Examination as a Junior or Senior candidate ;
- (b.) is a pupil-teacher of the second year at least ;
- (c.) has received her education in a public Elementary School, and has passed while at school Standard VII. in three elementary and two other subjects of the Premium Examination, and has also passed the examination for Second Year Pupil-teachers.

112. A selected Candidate must furnish a certificate that she is in good health and not suffering from any physical infirmity.

113. A terminal report on the conduct and progress of each Exhibitioner shall be forwarded to the Education Board by the authorities of the College.

114. The Exhibitioner will be expected to pass the final examination of the College (Regulation 43 will also apply to these Exhibitioners), or to pass the Barbados Certificate Examination for First Year Teachers.

SCHEDULE I.

ELEMENTARY SUBJECTS.

	INFANT DEPARTMENTS.			
	<i>Primer Standard.</i>	<i>Standard I.</i>	<i>Standard II.</i>	<i>Standard III.</i>
Reading.	To read monosyllables. In all books used in the	To read a short paragraph from a book not confined to words of one syllable. classes, at least two school.	To read a passage from an Elementary reading book with fluency. reading books must	To read a passage from a more advanced book with fluency and intelligence. be in use, and in the
Recitation.	Devotional	To recite 32 lines. hymns and school	To recite 48 lines. songs will not be	To recite 60 lines with intelligence and expression. accepted under this
Writing.	To write from dictation words from one of the Primers in use.	To write a short passage from a reading book of their Standard. Copy books Nos. 1 & 2 of any series.	To write a passage from a reading book of their Standard, dictated in clauses. Copy books Nos. 3 and 4.	To write a passage from a 3rd Standard book on paper or on slate. Copy books 5, 6, 7.
Arithmetic.	Counting of articles up to 99. Notation and numeration of the same. Addition and subtraction mentally with numbers and things not exceeding 12.	Notation and numeration up to 999. Adding and subtracting mentally up to 99, and on slate up to 999. Addition and subtraction tables. Very easy problems.	Notation &c. of 5 figures: multiplication and division tables. Sums in multiplication and short division, mentally and on slate. One easy problem.	Notation, &c. of all the simple rules, including long division of 6 figures: Easy problems involving only one rule. In the third and
Religious Knowledge	To say distinctly the Lord's Prayer.	The Lord's Prayer, the Creed, and the Ten Commandments.	To write any portion of the 1st Standard test, and to answer questions on a portion of Gospel set beforehand.	To write any portion test, and to answer selected portion of the
Singing.	To sing sweetly and distinctly a short hymn and a school song.	Two hymns and two school songs.	As Standard I.	
Object Lessons.	Common objects, animals, plants, illustrations of trade and other employments.			Domestic Economy for useful Occupations for

The Writing and Arithmetic of Standard III. and upwards may

SCHEDULE I.

ELEMENTARY SUBJECTS.—Continued.

PRIMARY DEPARTMENTS.

<i>Standard IV.</i>	<i>Standard V.</i>	<i>Standard VI.</i>	<i>Standard VII.</i>
To read a passage from a still more advanced book with intelligence.	To read a passage from a standard author or a newspaper.	To read a difficult paragraph from a standard author or newspaper.	As the 6th, but with more expression &c.
V, VI, and VII	Standards the exam	ination will not	be confined to the
To recite 80 lines with intelligence and expression.	To recite 100 lines with intelligence and expression.	To recite 120 lines with expression.	with intelligence and
head : Inspectors	must approve of	selections.	
To write a passage from a 4th Standard book on paper or on slate. Copy books, 8, 9, 10.	To write a passage of the same Standard as the reading, not necessarily from their own books.	To write a passage si	milar to the one read.
Money table. Simple reduction and the compound rules. Dollars and cents.	Reduction and the compound rules in all the tables.	Vulgar fractions. Simple proportion. Practice. Mensuration of rectangles.	Compound proportion. Interest. Decimals.
higher Standards at	least half the sums	given should be	problems.
of the 1st Standard questions on a Bible set beforehand.	To answer questions in two selected books, or portions of two books of the Bible.		

To sing well 3 hymns and 3 school songs.

girls only }
boys only } As published in the Instructions to Teachers issued by the Education Board.

be on slate or paper at the dictation of the Examiner.

SCHEDULE II.

CLASS SUBJECTS.

	STANDARD III.	IV.	V.	VI.	VII.
Grammar, &c.	To declare the parts of speech in a sentence and to form simple sentences.	Declension of Nouns and Pronouns; conjugation of Verbs. Full parsing of a simple sentence.	Rules of Syntax. Parsing of a difficult sentence.	Composition and Analysis	In Standard VII better work will be demanded than in VI.
Geography	...	Definitions. Geography of the school room and of the neighbourhood. Knowledge of the Map of the World, so as to include the continents with the countries in them. Oceans and Seas.	Barbados. The West Indies. North and South America. Special attention to production and people.	The British Isles and India.	The British Empire.
English History	...	...	To end of reign of Richard III.	To death of Charles I.	From the Great Rebellion to the present time.
Music	To Sol-fa at sight an easy piece in the natural Key and in Common Time, with Crotchets, Minims, and Semibreves. To answer questions from an Elementary Book.				

SCHEDULE III.

NEEDLE WORK.

STANDARD III.

Hemming, sewing, seaming, felling, stitching and sewing on strings.

Herring-bone stitch. The stitch only on flannel or canvas.

Darning, simple on canvas.

STANDARD IV.

The work of the previous Standard—gathering, setting in, button hole, sewing on button.

Darning, plain (as for thin places) in stocking web material.

Herring-bone, a patch (at least 3 inches square) on coarse flannel.

STANDARD V.

The work of the previous Standards and the running of a tuck.

Plain darning of a hole in stocking web material.

Patching in calico and flannel.

Putting in gussets.

STANDARD VI. & VII.

The work of previous Standards; whip stitch and setting on frill.

Darning plain on coarse linen, patching in print, cutting out a pinafore, apron, night gown or petticoat.

PUPIL TEACHERS.

First Year.

1. A garment in calico or print (a pinafore or apron) showing all the stitches required in Standard III.
2. A hole correctly mended in stocking material.

3. A patch not less than 2 inches square on calico.

Second Year.

1. A garment in calico showing all the stitches required in Standard IV.
2. Darning.
3. A patch not less than 2½ inches square on flannel.

Third Year.

1. A garment in calico (night shirt, night gown or petticoat) showing all the stitches required in Standard V.
2. A hole filled in with stocking web stitch, on stocking material, not less than 1½ inches square.
3. A patch on print.

Fourth Year.

1. To show a garment cut out and neatly "fixed" or "tacked" together.
2. A three-cornered darn, the tear not less than 1 inch square, and a cross cut darn on coarse linen.
3. A patch in print.

TEACHERS—MISTRESSES.

First Year.

1. To cut out and make parts of any plain article of under-clothing in common use.
2. To answer questions in needle-work (within the above limits) on paper.

Second Year.

1. The work of a needle woman in various branches applicable to the family of a working man.
2. To answer questions on paper.

SCHEDULE IV.

SUBJECTS FOR THE EXAMINATION OF PUPIL TEACHERS.

	Reading and Recitation.	Writing and Drawing.	Arithmetic.	Grammar and Composition.	History.
First Year.	To read with fluency, ease, and just expression a passage from a book notified beforehand, and to recite 70 lines of standard poetry.	Copy-book writing and dictation.	Vulgar and Decimal Fractions, Problems. (Females easier questions than males.)	a. The accidence and easy parsing from an Elementary Book. b. To write the substance of a story read.	a. Old Testament History to the end of Judges. b. English History to the end of Stephen's reign.
Second Year.	To read as above and to recite 80 lines of standard poetry.	Copy-setting and Dictation.	Practice, Proportion and Interest with Averages. Proportional Parts. (Females easier question than Males.)	a. Syntax and Analysis. b. Paraphrasing.	a. Old Testament History from Judges to the Babylonish Captivity. b. English History; Henry II. to Richard III.
Third Year.	To read as above and to recite 100 lines of standard poetry.	Dictation and Drawing of Maps and Diagrams.	Discount, Profit & Loss, Square Root. For males in addition to above: Algebra—First 4 rules, G.C.M. & L.C.M. Euclid Book i. to 26.	a. Parsing of difficult poetry, analysis of complex sentences and paraphrasing. b. Letter-writing.	a. New Testament History: Matthew and John. b. English History: Tudor and Stuart Periods.
Fourth Year.	To read as above and to recite 100 lines of standard poetry.	Dictation and Free-hand Drawing.	Stocks, Mensuration of Circles and Triangles, Cube Root. For males in addition to above: Algebra—Fractions and simple equations. Euclid Book i.	a. Fuller knowledge of Grammar and Analysis. b. Essay writing.	a. New Testament History: Mark, Luke and Acts. b. Revolution to the present time.

Books to be used will be notified by the Education Board from time to time at the Science is an optional subject in the above examinations. A pupil teacher who does marks as the other candidates.

SCHEDULE IV.

SUBJECTS FOR THE EXAMINATION OF PUPIL TEACHERS.—Continued.

Geography.	Teaching.	Music.	Science. (Males only.)	Needwork. (Girls only.)
Definitions and the map of the world generally, Barbados and the West Indies in particular.	To answer questions on the correct methods of teaching Reading and Writing. Notes of Lessons.	Notes, their shape and value. Treble and Bass staves. The Scale of C, and the intervals found in it. Simple time.	Classification of animals.	As set forth in Schedule III.
Definitions, etc., as above. The British Empire in particular.	To answer questions on the teaching of Arithmetic and on Class Arrangement. Notes of Lessons.	All the Major scales. Simple and Compound Time.	Classification of plants, earth, stones, etc.	
Definitions, etc., as above. Europe and America in particular.	To answer questions on the teaching of Object Lessons and Class Subjects. Notes of Lessons.	Dotted Notes, tied Notes, Rests, Terms of expression, Pace and Style.	Physiology, animal and vegetable.	
Definitions, etc., as above. Asia and Africa in particular.	To answer questions on Discipline and Class Management. Notes of Lessons.	Various forms of the Minor Scale, Diatonic and Chromatic Interval.	Physics and Chemistry.	

suggestion of the Inspector.

not take up this subject will however be expected to obtain the same minimum number of

SCHEDULE V.**SYLLABUS OF EXAMINATIONS FOR CERTIFICATES.**

The maximum number of marks obtainable in each subject is placed within brackets, and those subjects in which failure excludes from a certificate are denoted by the mark §.

FIRST YEAR.**Part I.****1. READING. § [60]**

To read with distinct utterance, due attention to the punctuation and just expression from some standard author.

2. REPETITION FROM MEMORY. § [40]

150 lines from some standard author.

3. PENMANSHIP. § [40]

To write a specimen of the penmanship used in setting copies, or text hand and small hand.

4. SPELLING. § [60]

To write a passage from dictation.

5. ENGLISH COMPOSITION. § [50]

To write simple prose upon a given subject.

6. ARITHMETIC. § [150]

Men—Proportion, Interest, Discount, Averages, Square Root, Proportional Parts, Vulgar and Decimal Fractions, Measurement of Rectangles.

Women—Practice, Proportion, Simple Interest, Vulgar and Decimal Fractions.

7. TEACHING. § [120]

Notes of Lessons.—The Methods of teaching the Elementary and Class Subjects.—To answer questions on the Rules and Regulations.

Part II.**8. ENGLISH LANGUAGE. [120]**

Parsing, Analysis and the Principles of Grammar.

9. SCRIPTURE HISTORY. [100]

The Pentateuch and the Gospels.

10. ENGLISH HISTORY. [100]

1. Outlines from a specified school book.—2. Special period to be announced each year.

11. GEOGRAPHY. [100]

1. A knowledge of the outlines of the geography of the globe.—2. British Isles and West Indies in particular.

SCHEDULE V.—Continued.

12. MUSIC THEORY [30], PRACTICE. [30]

Theory—All the major and minor scales and signatures, diatonic intervals.
The value of notes, dotted notes and rests. Bars and time signatures.
Syncopation, compass of voices, common musical terms.
Practice—Graded rests in time. Time and ear training based upon the requirements for the various school divisions.

13. NEEDLEWORK. [60]

Women—As in Schedule IV.

500 Marks will be required for a Pass in the above subjects.

A candidate who has passed may take any *two* of the following optional subjects.

1. DRAWING. [60]

Freehand—Elementary stage.

2. EUCLID. [90]

Men—Book I.

Women—First 26 Propositions—Book I.

3. ALGEBRA. [90]

Men—Four simple Rules, G.C.M., L.C.M., Fractions, simple Equations.

4. DOMESTIC ECONOMY. [60]

Women—1. Food, its composition, etc.; 2. Clothing; 3. Fresh air ventilation, etc. 4. The Home furnishing, cleansing, etc.

5. SCIENCE. [60]

Physiology and Botany.

SECOND YEAR.

Part I.

1. READING. § [60]

As in First Year but from unseen book.

2. REPETITION FROM MEMORY. § [40]

As in First Year.

3. SPELLING. § [60]

As in First Year.

4. COMPOSITION. § [70]

5. ARITHMETIC. § [150]

Men—As in First Year with cube root, stocks, etc. added.

Women—Same as First Year Men.

SCHEDULE V.—*Continued.*

6. TEACHING. § [120]

As in First Year—The different method of organising, managing and teaching an Elementary School.

Any Book on Teaching, Education Reform, etc., approved by the Education Board.

Part II.

7. ENGLISH LANGUAGE. [120]

Outlines of the History of the English Language and Literature—Derivations, paraphrasing, figures of speech in addition to First Year work.

8. SCRIPTURE. [100]

Whole course of Scripture History—No questions of a doctrinal character.

9. ENGLISH HISTORY. [100]

As in First Year.

10. GEOGRAPHY. [100]

As in First Year. Any Continents specified beforehand—Map drawing.

11. MUSIC. [60]

As in First Year but more advanced work.

12. NEEDLEWORK. [60]

Women—As in Schedule IV.

A candidate who has received the 500 marks required for a Pass in the above subjects may take any *two* of the following optional subjects.

1. DRAWING. [60]

Freehand.

2. EUCLID. [60]

Men—Book I. and II. Women—Book I.

3. ALGEBRA. [60]

Men—Up to Quadratic Equations of one unknown quantity.

4. DOMESTIC ECONOMY. [60]

Women—Preparation of articles of food in common use and for the sick. Household management and washing. Thrift.

5. SCIENCE. [60]

Principles of Agriculture. Hygiene.

Men must obtain 800 and Women 750 to be placed in the Honours Division.

Any one obtaining a place in the Honours Division will have two years to his credit in counting for a First Class Certificate.

APPENDIX B

THE EDUCATION ACT, 1890.

AN ACT TO CONSOLIDATE THE ACTS RELATING TO EDUCATION.

[28th October, 1890.]

(As amended by the Education Act Amendment Act, 1897.)

Be it enacted by the Governor, Council, and Assembly of this island, and by the authority of the same, as follows :—

PART I

THE BOARD AND ITS OFFICERS.

The Board.

1. (1) For the purposes of this Act a Board to be called the Education Board shall be and the same is hereby established, and the said Board shall be composed of a president and eight other persons to be nominated from time to time by the Governor, of whom two at least shall be members of the Legislative Council, and five at least members of the General Assembly ; provided always that the members so appointed from the General Assembly shall continue to be members of the Board in each subsequent session if returned to serve therein, and shall also continue to act as members of the Board after the expiration or dissolution, and during the prorogation of the General Assembly, without its becoming necessary to make new appointments for the time being.

(2) Should any member of the Board decline to act, or, unless absent on leave from the colony, absent himself without sufficient excuse from three successive meetings of the Board, the president of the Board shall notify the same to the Governor, who shall thereupon appoint some fit person to fill the vacancy thereby created.

Quorum.

2. Any four members of the Education Board shall be sufficient to form a Quorum.

The Officers.

3. (1) The Education Board are hereby authorised and empowered, from time to time as may be necessary, to appoint the following officers, who shall be paid the salaries hereinafter specified monthly on the warrant of the Governor in Executive Committee, namely :

An inspector	-	-	-	-	£350 p. annum.
An assistant inspector	-	-	-	-	£250 " "
An inspector's assistant	-	-	-	-	£150 " "
A secretary	-	-	-	-	£200 " "
An assistant secretary	-	-	-	-	£75 " "

(2) The assistant secretary and inspector's assistant are and shall be appointed on such conditions as to tenure of office as the Board may determine.

4. The Education Board may from time to time as to them shall seem proper determine the duties to be performed by the inspector, assistant inspector, inspector's assistant, secretary, and assistant secretary.

5. The inspector of schools and assistant inspector of schools shall hold an examination of all the Elementary Schools under their supervision at least once in every year, and report in writing on such schools to the Education Board not later than the first day of March in each year, to be

by the Education Board laid before the Governor for the information of the Legislature.

Annual Estimates.

6. It shall be the duty of the Education Board to gradually carry into effect, as nearly as may conveniently be done, the recommendations contained in the report of the Education Commission, 1874-5, so far as the same are embodied in this Act, first giving their care to the amendment and extension of the system of elementary education; and in order that this may be done more effectually, and that the objects of this Act may in all respects be fully carried out, they are hereby authorised and required to forward to the Governor in Executive Committee for insertion in the general colonial estimates an estimate in detail of all sums which will be required for educational purposes and for the working of this Act during the then current or ensuing year (as the case may be); and there shall also be forwarded to the Governor in Executive Committee, to be laid before the Legislature, a statement in detail showing the expenditure of the sums voted during the preceding year.

Grant for Elementary Education.

7. (1) In case of delay in voting the annual estimates for the purposes of this Act, from whatever cause or in whatever manner arising, the Educational establishment as provided for by the then last voted estimates shall, in the meantime, continue to be maintained from and by the public treasury, but under no circumstances shall it be so maintained for any longer period than twelve months;

Provided always that the annual expenditure under the Act to meet the cost of

(a) Salaries of teachers, assistant teachers, and pupil-teachers of Elementary Schools;

(b) Allowances to teachers for the instruction of pupil teachers;

(c) Books, stationery, fittings, and printed forms for Elementary Schools, and

(d) Examination of teachers, pupil-teachers, and for the office of pupil-teachers,

shall in no event in any year exceed eleven thousand pounds.

(2) If in any year the sum voted on the Estimates shall be insufficient for the purposes mentioned in the preceding sub-section, the examination premium rates shall be reduced by the Education Board so as to render the sum granted available to meet the expenditure.

Rules and Regulations.

8. The Education Board are hereby authorised and empowered to make rules and regulations for all matters and things connected with the educational service of the colony, or relevant to all and every the purposes of this Act; and further they shall have power from time to time to alter, amend, add to, or annul all such rules and regulations, and regulations when so made, altered, amended, or added to shall be submitted to the Governor in Executive Committee for his approval, and when approved shall be published six times in the official gazette of this island, and shall thereafter have the force and effect of law in as ample a manner to all intents and purposes as if they had been inserted in this Act.

General Duties of the Board.

9. It shall be the general duty of the Education Board to carry out the provisions of this Act and to secure in all respects and by all means its efficient working. They shall receive applications for aid from public Elementary Schools, and, when they think fit, award the grants thereon; they shall take special care that all sums whatever granted and paid under

all or any of the provisions of this Act shall be properly and usefully applied and expended ; they shall receive and consider the inspector's and assistant inspector's reports ; and, whenever they may deem it expedient, they shall visit and examine any school or schools receiving legislative aid, and draw up reports in reference thereto, and lay the same before the Governor for the information of the Legislature.

Plans of Buildings.

10. Whenever any new building shall be erected or any substantial alterations of existing buildings shall be made, under any of the powers and provisions of this Act, the plans for such new buildings or such alterations shall in all cases be submitted to the approval of the Education Board, who shall have power to amend and vary the same ; and for these and all other like purposes of this Act, they shall be authorised to call on the Superintendent of Public Works for his advice and assistance.

Annual Report.

11. Once in every year the Education Board shall present to the Governor for the information of the Legislature a report showing the general working during the past year of the education system in operation under this Act.

PART II.

ELEMENTARY SCHOOLS.

School Buildings.

12. The vestries of the several parishes are hereby authorised and required to lay rates in their respective parishes at every annual laying of rates for the purpose of raising such sums as the Education Board shall by requisition in writing call upon them to raise for building or repairing school buildings, including teachers' houses ; provided, however, that in the case of St. Michael's parish, no such requisition shall be for a greater amount than £200 in any one year ; and in the cases of the parishes of St. Philip, Christ Church, and St. George, for a greater amount than £100 in any one year ; and in the cases of the other parishes respectively for a greater amount than £75 in any one year ; and provided also that the vestry of any parish may appeal within fourteen days after such requisition shall have been made to them, to the Governor in Executive Committee in respect of the subject matter thereof ; and the Governor in Executive Committee, after inquiry into the matter, shall have power either to confirm, modify, or disallow any such requisition.

Rules for Elementary Schools.

13. The Education Board shall make rules and regulations for the good government of the Public Elementary Schools ; for the subjects to be taught, and the course and order of study in such schools ; for the appropriation of the sums granted in aid thereof for settling and enforcing the payment of the fees to be paid therein ; and for the remuneration of the masters, mistresses, and pupil teachers thereof.

Condition of Aid.

14. (1) No Primary School shall be entitled to be placed on the list of the Education Board to receive legislative aid unless the number of children in actual average attendance at such school during the three previous months be not less than fifty, except as respects the parish of St. Andrew, in which parish the required average attendance, as aforesaid, shall be thirty-five.

(2) After any such school shall have been placed on the list of the Education Board and shall have received legislative aid, it shall be lawful for the Education Board to continue to make grants to such school, although the average attendance as aforesaid of children may have fallen below fifty in the other parishes or below thirty-five in the case of St. Andrew, if and so long as circumstances shall appear to them to justify it; provided always that in no case shall legislative aid be granted to any such school when its average attendance as aforesaid shall have fallen below thirty in the other parishes, or below twenty in St. Andrew.

(3) Notwithstanding the preceding provisions of this section the Education Board may in any case, if exceptional circumstances so demand, exact a lower average attendance in the case of any school than that hereinbefore mentioned.

No Aid to Complexional Schools.

15. No public money, parochial or otherwise, shall be granted under any circumstances or in any form in aid of the funds of any school maintained for the education of children of any particular complexion.

Doles.

16. No person connected with any public Elementary School shall give or distribute to any child attending any such school, any dole or portion of food or clothing or any money, for the purposes of inducing such child to attend school.

School Committees.

17. Every public Elementary School shall be under the immediate superintendence of a committee composed of the minister of the district, or of the congregation with which such school is connected, and two laymen to be appointed annually by the Education Board, and in each case the said minister shall be the chairman of such committee, and the committee shall exercise all the rights of patronage in such school, including the appointment and dismissal of the master or mistress or pupil-teachers of such school, subject, however, to approval by and a right of appeal to the Education Board; provided always that when any charge shall be made against a teacher, assistant teacher, or pupil-teacher which may involve his dismissal, notice in writing of the charge shall be sent at least seven days before the proposed meeting by the supervising minister to the Inspector of Schools (be he Inspector or Assistant Inspector) in whose district the school is; and such Inspector of Schools shall attend the meeting and sit as assessor and report to the Education Board.

Factory Acts.

18. The Education Board shall have power to make rules and regulations for bringing into operation, when they shall see fit, the principle of the English Factory Acts, that is, by providing that it shall not be lawful for any person to employ any child under the age of twelve years, to work for any pecuniary wage or any reward whatsoever, unless previous to such employment such child shall have passed a minimum standard of educational qualification to be fixed by the Education Board, before the Inspector of Schools or the Assistant Inspector, or, in case of other than public Elementary Schools, before such person as the Education Board shall approve. Provided always that to acquire the educational qualification herein referred to, no child shall be required to pass an examination in any religious doctrine or instruction, except with the knowledge and concurrence of the parent or other lawful guardian for the time being of such child.

Half-time System.

19. Either as an alternative to the procedure indicated in the last foregoing section or concurrently therewith, as they shall think fit, the Education Board shall have power to make rules and regulations for bringing into operation the half-time system, that is, for compelling the attendance of children under the age of twelve years at some recognised school, public or otherwise, during a certain number of days or a certain number of hours in each week, as they shall think fit, the usual periods of school holidays being excepted. Provided that no such rule or regulation shall in any way interfere with the religious belief to which any child so compelled to attend school may belong; and provided that any rule or regulation made under this section requiring a child to attend school shall provide for the total or partial exemption of such child from attending school, if the Inspector or Assistant Inspector of Schools certifies that such child has reached such a standard of education as would in the opinion of such Inspector or Assistant Inspector be sufficient to exempt the attendance at school of such child, and the Inspector or Assistant Inspector is hereby required to examine any child for the above purpose when instructed so to do by the Education Board.

Rules and Regulations.

20. The Education Board are hereby authorised and required to appoint such officers and to make all such rules and regulations as may in their judgment be necessary for carrying out, in the most effectual and at the same time the most simple and least harassing manner, the intention of the two last preceding sections or either of them, and such rules and regulations, besides being approved and published as is hereinbefore provided, shall be laid on the table of both Houses of the Legislature, and if within twenty-one days thereof either House shall present an address to the Governor against any of the said rules and regulations, then such rule or rules and regulation or regulations shall *ipso facto* stand annulled; and any person violating any rule or regulation passed under this Act, except any rule or regulation which may have become annulled in the manner specified by this section, shall be liable for every such offence to a penalty not exceeding ten shillings, to be recovered in a summary manner before a police magistrate, on the complaint of any person, and to be paid into the public Treasury.

Exhibitions.

21. In order to facilitate the bringing of very promising boys in humble circumstances within the reach of the advantages of high education, six exhibitions, not exceeding £25 per annum each in value, may be awarded, one in each year, by the Education Board, to boys of sufficient merit, educated in the Primary Schools of this island, to be held at any first-grade school; and the candidates for such exhibitions shall be admitted to compete under such conditions as to the age, and shall be examined in the manner and in the subjects, and under the conditions, which shall be prescribed in any rules made by the Education Board for that purpose, and the exhibitions shall be tenable for not more than six years each, on such terms and conditions as the Board shall in like manner appoint.

Examination of Teachers.

22. An annual examination of such teachers as shall offer themselves for that purpose shall be held by such persons as the Education Board shall appoint, and a list of all who pass shall be published, and those who pass with credit shall be ranked in two honour classes, and annual premiums shall be awarded by the Education Board to teachers holding certificates granted by the Board according to a scale to be fixed by the said Board.

Pupil-teachers.

23. The master or mistress of every Elementary School which the Inspector of Schools or the Assistant Inspector shall certify, subject to the rules of the Education Board, to be in a fit state for employing and training pupil-teachers, shall be allowed, subject to the rules aforesaid, to receive as such pupil-teachers young persons who shall be at least fourteen years of age, have a good character from their minister or some other respectable person, and pass a satisfactory examination; and for every such pupil-teacher so received the said master or mistress of such school shall receive such payment as the Education Board shall think fit.

Examination of Pupil-teachers.

24. Every such pupil-teacher who shall have been admitted into any school as aforesaid, and who shall produce a certificate of good conduct for the preceding twelve months from his minister or some other person approved of by the Education Board, shall be examined annually by such persons as shall be appointed for that purpose from time to time by the Education Board, and shall, if he pass, be entitled to receive a certificate and be classified according to his proficiency, and shall receive such allowance as the Education Board shall think it proper to make.

Training of Teachers.

25. The Education Board shall in each and every year select by competition from among the pupil-teachers a certain number of candidates to be specified by the Board to be trained as Primary School teachers in some institution to be approved of by the Board, and to be subject in all things to the control and supervision of the Education Board; provided the expenditure for such purposes shall not exceed £300 in any one year. And the Education Board shall make such arrangements, together with such rules and regulations for the instruction and discipline of such students, as they shall deem meet; provided always, that the rights of conscience of each and all of such students in respect of their religious beliefs shall be duly and fully protected in all such arrangements, rules and regulations, if any, as may be made.

Industrial and Ragged Schools.

26. The Education Board shall have power, and they are hereby required, to frame schemes for the establishment of an industrial school in or near Bridgetown, and also, if they shall think it advisable, of one or more industrial schools in such localities in the country districts as they shall judge best suited to the purpose, and also, if they shall think fit, for the establishment of ragged schools in town or elsewhere; and the Board shall submit such schemes to the Legislature along with the estimate of the cost of the establishment of such school or schools to be by them approved, amended, or disallowed, as the case may be, and the Board are hereby authorised to make rules and regulations for the maintenance, good government, and working of such school or schools when so established, and to appoint such officers from time to time as they shall judge to be necessary, and at such salaries as they shall think fit.

PART III.

SECOND GRADE SCHOOLS.

Schemes for Establishment.

27. The Education Board shall have power, and they are hereby required, to frame schemes for the establishment, either concurrently or from time

to time, of Second Grade Schools in such localities as may be deemed by them expedient.

Schemes how framed and dealt with.

28. Whenever, and at such times as they shall think proper, the Education Board shall form schemes as aforesaid for the establishment of such Second Grade Schools as they shall deem expedient ; and in such schemes they shall set forth the proposed name and the actual locality of such school, the composition, functions, and powers of the governing body thereof, the course of study to be pursued therein, the public grant or allowances to be made towards the establishment or maintenance thereof, the application, if any, in aid thereof, or any parochial endowment as hereinafter provided, and all such matters and things as the Board shall think it right to set forth ; and may from time to time alter and amend any such schemes after they have become law, as hereinafter provided ; and such schemes and amended schemes shall be laid before the Legislature, and shall, when they shall have received sanction of both branches of the Legislature and the assent of the Governor, be legally binding on all persons.

Governing Bodies.

29. When and so soon as such schemes for the establishment of Second Grade Schools shall have acquired the force of law in the manner hereinbefore mentioned, the several governing bodies as therein constituted shall be and become bodies corporate to all intents and purposes, and shall have a perpetual succession and a common seal, and shall sue and be sued by the name assigned to them severally in the said schemes, and all lands, buildings, property and effects whatsoever belonging to or thereafter to be acquired by the same schools, shall be vested in the respective governing bodies thereof.

Grants in Aid.

30. The Education Board shall have power, and they are hereby required, to propose, in the annual Estimates hereinbefore provided for, such grants as they shall think proper in aid of the Second Grade schools already established or to be established as aforesaid.

Rules for Government.

31. In consideration of the said grants to the Second Grade Schools, the Education Board shall have power to call on the governing bodies of such schools to frame statutes and rules for the good government and regulation of such schools, and the said governing bodies shall from time to time alter, add to, or rescind the same, and such original, added, or altered statutes and rules shall in all cases be subject to the approval of the Education Board.

Exhibitions.

32. For the purpose of encouraging the studies of deserving boys at the Second Grade Schools, the Education Board shall have power to place on the annual Estimates hereinbefore provided for, a sum not exceeding £300 in each year, to be expended in sixty exhibitions at £5 each per annum, and these exhibitions shall from time to time be awarded after due advertisement, according to the results of an open competitive examination, and shall be tenable at any of the said Second Grade Schools, at the option of each exhibitor's parent or guardian ; and the Education Board are hereby authorised and required to make rules and regulations for settling the age and qualifications of candidates and the character of the examinations to be held for such exhibitions, and also for determining the conditions on which such exhibitions shall con-

tinue to be held by those to whom they may be awarded, and for prescribing all other matters and things in relation to the said exhibitions ; and they shall also have power to make provision for the remuneration of the persons to be appointed by them to examine candidates for such exhibitions.

Parochial Exhibitions.

33. The vestry of the several parishes shall have power, and they are hereby authorised if they shall think fit, to lay a rate on the ratepayers of their respective parishes, along with the general annual rates, for the purpose of raising a reasonable and proper sum for the maintenance of parochial exhibitions, at the Second Grade Schools connected with their respective parishes, for the children of parishioners in straitened circumstances ; and such parochial exhibitions shall be awarded and held subject to such provisions and to such rules and regulations in respect of candidature, examination, and all other matters relating thereto, as may be made by the Education Board.

Annual Examinations.

34. In order to maintain a high standard of efficiency in the Second Grade Schools, the Education Board are hereby authorised to make such arrangements as they shall think proper for the annual examination, and, if practicable, the inspection of the said schools.

PART IV

FIRST GRADE SCHOOLS.

Board to Determine First Grade Schools.

35. It shall be the duty of the Education Board to provide, as occasion may demand, that First Grade education be brought within the reach and means of such inhabitants of this island as desire it for their sons ; and the said Board shall determine what schools shall be Schools of the First Grade and shall define the functions and powers of the governing bodies of all such schools, and also of the headmasters thereof, and shall frame schemes for the management of such schools, and shall have power to call upon the said governing bodies by requisition in writing from time to time to frame statutes, orders, and rules for the discipline, government, and course of instruction of such schools as far as may be in conformity with the report and recommendations of the Education Commission aforesaid ; and the said statutes, orders, and rules, when so framed, shall be approved, amended, or referred back by the Education Board, and when finally settled shall be published for general information in the official Gazette.

Provision for Instruction.

36. In framing such scheme as aforesaid the Education Board shall make due provision that instruction be given not only in the English and classical languages and literature, and in mathematics, but also in the French language, and in the elements of one or more of the natural sciences, and, when practicable, in the German language. They shall also provide that in one First Grade School at least, arrangements be made so as to secure a thorough and solid education for such boys as may require a modern n lieu of a classical education.

Annual Examination and Inspection.

37. In order to secure a high standard of education in the First Grade Schools, the Education Board are hereby authorised and required to make provision, as they may deem best after consultation with the governing

bodies and headmasters of the said schools, for the thorough annual examination and, if practicable, the periodical inspection of such schools, whether by qualified residents in this or neighbouring colonies, or by invoking the assistance of examining bodies in England ; or by securing the periodical visits of a travelling Inspector from England ; and the said Board are hereby empowered, if they shall see fit, to enter, through His Excellency the Governor, into negotiations with the governments of neighbouring colonies in order to secure the services of such travelling Inspector conjointly with them, and the Board shall also have power to carry into effect any agreement that may be arrived at after such negotiations.

Publication of Reports.

38. As soon as possible after the conclusion of each such examination or inspection, the Education Board shall publish in the official Gazette so much as they shall think fit of the reports of such examiners or inspectors, as the case may be ; and they shall also at the close of each year, or as soon thereafter as possible, publish in like manner a report of each First Grade School which shall be furnished by the governing body of each such school, setting forth the actual state of the school as to numbers, attendance, discipline, subjects of instruction, and general condition, together with a statement of income and expenditure for the year then expired.

Exhibitions.

39. For the purpose of encouraging the education of deserving boys at the First Grade Schools, the Education Board shall have power to place on the annual estimates herein-before provided for, a sum not exceeding £350 to be expended in exhibitions for the benefit of boys who are natives of Barbados, or the sons of a native, and whose parents are not in well-to-do circumstances ; and the said Board are hereby authorised and required to settle and to publish in the official Gazette the numbers and value of the several exhibitions to be thus created, having due regard to the recommendations of the said Education Commission in that behalf ; the age and qualifications of the candidates for the same ; the nature and periods of the examinations to be held for awarding the same ; and the conditions and duration of tenure ; provided always, that the said exhibitions shall be awarded according to the results of a competitive examination, to be conducted under the direction of the said Board, to boys only who show real merit, and shall be tenable at any First Grade School at the option of the successful candidate's parent or guardian.

HARRISON COLLEGE.

Governing Body.

40. The President of the Council for the time being, the Speaker of the House of Assembly for the time being, the Attorney-General for the time being, the rector of the parish of Saint Michael for the time being, the churchwarden for the parish of Saint Michael for the time being, and two members of the vestry to be chosen annually, shall, together and in conjunction with the Education Board, be the trustees and directors of Harrison College for all intents and purposes : provided, however, that the Education Board, as such, shall still exercise its distinct functions in respect of the said school as otherwise provided for.

41. The said school shall be a school of the First Grade, and shall be styled and called Harrison College, and the said trustees and directors thereof shall be styled and called The Governing Body of Harrison College, and they shall be and are hereby constituted a body corporate and shall have a perpetual succession and a common seal, and shall sue and be sued under

the style and title aforesaid ; and in the said Governing Body of Harrison College shall vest, without any conveyance, all the estate, property, and effects, of what nature and kind soever, and also all the rights and liabilities, which severally were formerly of the trustees and directors of the said school ; and any five members of the said Governing Body shall be sufficient to form a quorum for the transaction of the business of the said school.

Annual Grant in Aid.

42. For the purpose of supporting Harrison College and assisting the Governing Body thereof in making good any guaranteed salaries of masters of the said College, an annual sum not exceeding £1,000 is hereby granted from the public Treasury to the Governing Body, to be paid to them or their order from time to time, on the warrant of the Governor in Executive Committee, on their certifying to the Governor in Executive Committee that the same is required, and the Governing Body shall apply such moneys when received to and for the purposes aforesaid ; provided always that the full course of instruction defined in section 36 of this Act shall be strictly carried out ; and provided also that whenever the pupils in the said College shall be below the number of one hundred the grant hereby made shall be reduced to the sum of £800, for the period the number of pupils shall continue below one hundred ; and provided also that whenever the number of pupils in the said College shall fall below sixty, the said grant shall be further reduced to the sum of £400 for the period the number of pupils shall continue below sixty.

Vestry Exhibitions.

43. For the purpose of assisting at the said College in the education of ten boys whose parents, being parishioners of Saint Michael, are in straitened circumstances, to the extent of £10 each per annum, the vestry of the parish of Saint Michael are hereby authorised to apply a sum not exceeding the sum of £100 of the moneys raised at the laying of their rates in each and every year, which said sums so raised as aforesaid shall yearly be paid over by the vestry to the governing body of the said College, to be applied by them for the purposes aforesaid.

By whom Nominations Exercised.

44. The nominations of ten boys for whose education part provision is made in the last preceding section shall be exercised by the vestry of Saint Michael, and the boys nominated shall be examined as the Education Board shall think fit and shall make provision, and the said Board shall thereafter elect according to the results of such examinations ; provided that no boy shall be eligible for an exhibition who is less than seven years of age or more than fifteen, and provided also that the exhibitioners so elected shall hold their exhibitions subject to such rules and regulations as to conditions and period of tenure as the Education Board shall from time to time establish.

THE LODGE SCHOOL.

45. The formal contract with the Society for the Propagation of the Gospel in Foreign Parts for the transfer by the said Society to the said Board of the Lodge School, in the parish of Saint John, with its site, buildings, playgrounds, and all appurtenances is hereby confirmed, and the site, buildings, and all appurtenances of the said Lodge School shall be vested for all intents and purposes whatsoever in the governing body hereinafter established for the same, to hold the same according to the terms and conditions of the said contract.

Governing Body.

46. The following persons shall constitute the governing body of the Lodge School ; viz: the Lord Bishop of Barbados, the President of the Legislative Council, the Speaker of the House of Assembly, the two representatives in the General Assembly for the Parish of Saint John, the Principal of Codrington College, the Rector of Saint John, and two other persons to be nominated by the Governor. Three shall form a quorum.

47. The above-mentioned officers and persons shall be styled the Governing Body of the Lodge School, and shall be a corporate body, and shall have a perpetual succession and a common seal, and by that name shall sue and be sued, and in them shall be vested the site, buildings, and all appurtenances of the said Lodge School, on the terms and subject to the conditions on which the same have been handed over by the said Society to the Education Board.

Annual Grant in Aid.

48. For the purpose of assisting in the maintenance and support of the said School, a sum of £500 per annum shall be and is hereby granted from the public Treasury, to be paid to the Governing Body of the said School on the warrant of the Governor in Executive Committee ; provided always that if, at the expiration of two years from the establishment of such School, the number of boys therein shall be below thirty, the grant shall not be payable, and the payment thereof shall be suspended during such time as the said number of boys shall remain below thirty.

Parochial Exhibitions.

49. The vestries of the parishes of Saint Philip, Saint John, and Saint Joseph shall be and they are hereby authorised to make and lay rates at the general laying of rates in each year, for the purpose of raising the sums of sixty pounds and forty pounds, respectively, to assist in the education at the said School of the sons of persons in straitened circumstances ; and the exhibitions thus provided for shall be of such value as the Education Board shall appoint, and the said vestries shall respectively nominate candidates for vacancies as the case shall be, and thereafter the like proceedings shall be had, and the like rules and conditions observed, as are hereinbefore set forth in the forty-fourth section in regard to the exhibitions provided at Harrison College by the vestry of Saint Michael.

QUEEN'S COLLEGE.

School for Girls.

50. The school for girls called the Queen's School shall rank as a First Grade School and shall be conducted on the lines of the prospectus set out in the schedule to this Act annexed, and a sum not exceeding £400 may be placed on the annual educational estimates for the support thereof, until such school shall have become self-supporting.

Governing Body.

51. The members of the Education Board shall constitute and be the governing body of the Queen's College, and shall have power from time to time to alter and amend the original scheme for the establishment and maintenance of the Queen's College or any amended scheme made in accordance with the provisions of this section, but such amended scheme shall be subject to the provisions of the last preceding section of this Act.

Lands and Buildings.

52. All lands and buildings now forming the site and buildings of the Queen's College, and all lands adjoining the Queen's College formerly

occupied by the training school or by the clerical library, are hereby vested in the governing body of the Queen's College.

Examination.

53. In order to test and maintain the efficiency of the above-mentioned school for girls, the Education Board shall make rules and regulations for the holding of such examinations or inspections in connection with the said school as they shall think most suitable, and they shall make provision in their annual estimates for the cost of the same.

PART V.

UNIVERSITY SCHOLARSHIP.

Gilchrist Scholarship.

54. Whenever any native or the son of a native of Barbados, who shall have received his education in this colony for at least three years immediately preceding the examination, shall successfully compete in this island for a Gilchrist scholarship, he shall be entitled to receive and shall receive for the said term of three years, from the public Treasury, the sum of £75 per annum. The said sum shall be paid to him quarterly to his order out of the Treasury on the warrant of the Governor in Executive Committee on the certificate of the registrar or the head of a college or of some other proper authority of any British university at which he may be pursuing his studies, that he had during such quarter satisfactorily pursued his studies at such university or had been prevented by serious illness from so doing.

Pembroke or other similar Scholarships.

55. Whenever a native or the son of any native of Barbados, who shall have received his education in this colony for at least three years immediately preceding the examination, shall be elected to any exhibition tenable at any college of one of the English universities on conditions approved of by the Board, such exhibition being created by a gift to the Education Board of a sum of £400 in four annual instalments, and to be competed for by the youths of this island as an exhibition; he shall, at the discretion of the Board, be entitled to receive for the said term of four years from the public Treasury the sum of £75 per annum, and the said sum shall be paid to him in all respects in the like manner, and upon the like conditions, to those set forth in the last preceding section of this Act. Provided always that if any holder of any such exhibition shall at any time forfeit the same under any of the conditions imposed by the donor, then and in every such case the grant made by this section to such person committing such forfeiture shall immediately cease and determine.

Barbados Scholarships.

56. In order to further develop the higher educational interests of this island and to encourage youths who may show promise in the prosecution of their studies, by enabling them to complete their education at an English university or at an agricultural or technical college in Europe or America, to be approved by the Education Board, four scholarships, to be called the Barbados Scholarships, each of the annual value of £175, and tenable during residence as a member of the university for a period not exceeding four years, either at Oxford or Cambridge, or agricultural or technical college as aforesaid, shall be established by the Education Board—one to be competed for annually—and the said Board shall have power and they are hereby required to make rules and regulations for the admission of candidates; for the character

and co. duct of the examination ; for the terms and conditions on which the said scholarships shall continue to be held ; and for all other matters and things whatsoever relating to the competition for the said scholarships, and to the tenure thereof.

Examination.

57. The examination for the said Barbados Scholarships shall be conducted under the direction of the Education Board by papers sent from England, and returned thereto, and the Scholarships shall only be awarded by the said Board to youths who are either natives or the sons of a native, or who have for the three years immediately preceding been receiving their education in this colony and are the sons of persons who are domiciled in this island and have resided herein for ten years, and who shall on the examination for the said Scholarship attain such a standard of proficiency as prevails generally at the colleges of Oxford and Cambridge, in respect of examinations for open scholarships and exhibitions.

Grant from Treasury.

58. Every person elected to one of the said scholarships shall be entitled to receive and shall receive for the said term of four years from the public Treasury the sum of £175 per annum, and the said sum shall be paid to him in all respects in the like manner and upon the like conditions to those set forth in Section 54 of this Act ; provided always that the said Scholarships shall be held subject to any rules which may be made by the Education Board in that behalf.

Payment by Crown Agents.

59. The Governor in Executive Committee may direct any sum granted under the provisions of the five sections next preceding, to be paid to the parties entitled to receive the same, or their order, by the Crown Agents for the Colonies, upon their receiving in each case the certificate hereinbefore specified, and any necessary expenses incurred in making such payments shall be defrayed out of the public Treasury by warrant of the Governor in Executive Committee.

PART VI.

2 : 1.

CODRINGTON COLLEGE.

60. The Education Board shall be, and they are hereby charged with the duty of submitting, as soon as may conveniently be done, detailed plans to the Society for the Propagation of the Gospel in Foreign Parts, for working Codrington College into the educational system of the island, and of carrying on negotiations with the said Society with the abovesaid object in view ; and they shall suggest to the said Society the expediency of adopting such recommendations as to the general administration and professional staff of the establishment, as are contained in the report of the Education Commission, or otherwise as they shall think fit ; and in particular it shall be the duty of the Education Board to impress on the said Society the great importance of appointing at once a college council or governing body with definite but large powers assigned to it, subject only to such checks and general control as the said Society shall deem expedient ; and the Board shall from time to time, as they shall think fit, report their proceedings under this section, and the results thereof, to the Governor for the information of the Legislature.

Island Scholarship.

61. An annual sum of £160 shall be and the same is hereby granted to the Education Board, to be paid to them from time to

time on their requisition, by the warrant of the Governor in Executive Committee, and to be applied by them to the establishment of four scholarships of the annual value of £40 each at Codrington College, to be competed for and held subject to such regulations as the Board shall think fit from time to time to make ; and the said scholarships shall not be confined to any particular faculty, and shall be filled up at such time in each year as the Education Board shall determine, according to the result of an examination to be held by the authorities of the said College, and they shall be tenable by any native, or son of a native of Barbados, or a youth who has for the three years immediately preceding been receiving his education in this colony and is the son of a person who is domiciled in this island and who has resided herein for ten years, for two years and no longer ; provided that each such scholar shall, unless prevented by sickness or other grave cause, keep his terms continuously at the said College during such period, and shall transmit to the Secretary of the Education Board, at the close of each term, a certificate from the Principal of the College, or the person acting on his behalf, that he has kept such term by actual residence, and has satisfied the authorities of the College with his diligence and general conduct ; on the receipt of which certificate he shall be paid the amount to which he may be entitled for the term then ended.

Rawle Scholarship.

62. So much of the sum of £400 or thereabouts raised for the purpose of founding a scholarship in memory of the Rev. Richard Rawle, M.A., as may be recovered shall be and remain vested in the Bishop of the diocese for the time being and the Principal of Codrington College for the time being, and their successors in office, upon trust that the said Bishop and Principal of Codrington College and their successors do and shall either permit and suffer the same to remain in its actual state of investment, or at any time or times sell, transfer, or dispose of the same or of part thereof, and lay out and invest the money to arise by such sale, transfer, or disposition, in the names of the said Bishop of the diocese and Principal of Codrington College and their successors, in the purchase of a competent share or shares of any of the Parliamentary Stocks or public funds of Great Britain, or at interest upon real securities in this island ; and do and shall from time to time alter, vary, and transfer the said stocks, funds, or securities in, to or for other stocks, funds, or securities of the same or a like nature, as to them shall seem proper ; and do and shall stand and be possessed of and interested in the said sum and any additional sum or sums, and the moneys to arise by the sale, transfer, or disposition thereof, or any part thereof, and the securities in or upon which the same may be invested, upon trust to pay the dividends, interest, and annual produce thereof unto the person or persons elected to and holding the said scholarship, subject to such rules as to candidature, examination and other matters, as the college authorities shall think fit from time to time to make.

The Leacock Scholarship.

63. The Lord Bishop of the Diocese of Barbados and the Principal of Codrington College, and their successors in office, shall stand and be possessed of and interested in the sum of £1,000 paid and transferred to them by the executors of the will of John Henry Leacock, late of the parish of Saint Peter, in this island, for the establishment of two scholarships of the annual value of £30 each at Codrington College ; and upon and subject to all and every the trusts, powers, provisions, declarations and conditions declared and contained of and concerning the same (including the trusts for investments and varying of securities) in and by the said will or such of them as may from time to time be subsisting and capable of taking effect.

64. No master of any school aided under this Act shall be liable to be called on to serve on any jury.

APPENDIX C.

THE PENSIONS (PUBLIC ELEMENTARY SCHOOL TEACHERS) ACT, 1901.

AN ACT TO PROVIDE PENSIONS FOR TEACHERS OF PUBLIC
ELEMENTARY SCHOOLS. [28th December, 1901.]

Be it enacted by the Governor, Council, and Assembly of this Island, and by the authority of the same as follows :—

1. This Bill will be cited as the Pensions (Public Elementary School Teachers) Act, 1901.

2. Any principal Teacher of a Public Elementary School, who satisfies the requirements of sub-section (1), will be entitled to receive from the public Treasury, in equal monthly instalments, an annual pension according to the scales mentioned in sub-section (2).

(1) An applicant for a pension must—

- (a) Be a principal Teacher in a Public Elementary School when the pension is applied for ;
- (b) Have been employed continuously as principal Teacher in a Public Elementary School for a period of ten years preceding the date of the application for a pension ;
- (c) Have become incapable from age or infirmity of continuing to teach a school efficiently ;
- (d) Be sixty years of age if a man, or fifty-five if a woman, unless the pension is applied for on the ground of failure of health or infirmity ;

(2) Pensions will be granted according to the following scale—

- (a) Uncertificated Teachers will be entitled to an annual pension of ten pounds ;
- (b) Teachers holding third-class certificates will be entitled to an annual pension of ten pounds, with an addition of six shillings and eightpence for each completed year of service as a principal Teacher over ten and up to and including twenty-five years ;
- (c) Teachers holding second-class certificates will be entitled to an annual pension of ten pounds with the addition of thirteen shillings and fourpence for each completed years of service as a principal Teacher over ten and up to and including twenty-five years ;
- (d) Teachers holding first-class certificates will be entitled to an annual pension of ten pounds with the addition of one pound for each completed year of service as a principal Teacher over ten and up to and including twenty-five years.

(3) No pension will be granted in excess of twenty-five years.

3. This Act shall not come into operation unless and until the Officer administering the Government notifies by Proclamation that it is His Majesty's pleasure not to disallow the same, and thereafter it will come into operation on such day as the Officer administering the Government shall notify by the same or any other Proclamation.



**THE
SYSTEM OF EDUCATION
IN
BERMUDA.**

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THE SYSTEM OF EDUCATION IN BERMUDA.*

I. INTRODUCTION.

The Bermudas, or Somers' Islands, form a small insular group situated in the Western Atlantic Ocean, about 600 miles eastward of Cape Hatteras. They lie about 730 miles south of Halifax, Nova Scotia, 677 miles south-east of New York, and 1,000 miles north-east of Jamaica. Discovered in 1515, the islands were first peopled, in 1612, by a shipload of emigrants despatched by the Virginia Company, and since that time they have continued to be an inhabited Colony of Great Britain. From 1615 to 1685 the affairs of the Colony were managed by a company in London known as the Bermuda Company; and in 1687 the first Governor under the Crown was appointed. Since 1797 Bermuda has been a permanent Imperial garrison, and since 1811 an important naval station for the British North American and West Indian Fleet. During more recent years it has become a favourite winter resort for Americans and Canadians.

Bermuda,
Geographical
Position of.

Salient
Points of i.s
History.

According to the recent census return (1901) the population of Bermuda is 17,535,† made up of 6,383 whites and 11,152 coloured. The white population is composed of the descendants of the old settlers who were sent out under the auspices of the Bermuda Company, of immigrants from time to time from America, the Western Islands and other places, and of a few families of soldiers who have settled in the place on discharge. The coloured people of the islands are the descendants of the old negro and American-Indian slaves, much intermingled with white blood.

Slaves were first brought to Bermuda about the year 1618, owing to the connection of the islands with the Virginia Company and the introduction into them of the culture of tobacco. At a comparatively early period of the Colony's existence, however, tobacco ceased to be cultivated, and slaves becoming no longer necessary the importation of them was discontinued.

In the early history of the Colony there are several records to show that the teaching of the young was not neglected by the Bermuda Company, and that teachers were paid by that body. Provision was also made for the support of schools by grants of land in different parts of the island. The rents of most of these lands, however, were never applied to the purpose for which they were granted, and possession was resumed by the heirs of the donors, who came eventually to look upon them as part of their own private property. In 1816 it was found that there were still "school lands" in three of the nine parishes, and that even these

Slaves.

Early Pro-
vision for
Schools.

School
Lands.

* Recent Reports of the Bermuda Board of Education can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

† This number does not include 1,966 persons connected with the Army, nor 753 connected with the Naval Establishments.

had not for many years been applied to any purpose for promoting education. A law was thereupon passed vesting these lands in a body of trustees; and the funds arising from the sale of two of the three pieces of land were transferred to these trustees for the purpose of establishing a college, or classical school for the whites, to the history of which I shall return further on.

During the eighteenth century the Colony developed a considerable maritime industry, and engrossed much of the carrying trade of the West Indies. Little or no provision, however, appears to have been made for schools. The three or four clergymen who ministered to the islanders kept day schools. This they were compelled to do for their support.

II. SECONDARY EDUCATION.

Attempts have been made at different times to found a college or classical school in Bermuda; but these attempts have hitherto proved abortive.

Bishop Berkeley's Scheme.

Early in the eighteenth century an attempt was made to found a college in Bermuda for the education of young men of the Indian tribes of North America. In 1728 Bishop Berkeley left England for Rhode Island, intending to purchase lands in America as estates for the support of the proposed college. Before leaving England he had written a tract entitled "A Proposal for the Better Supply of Churches in our Foreign Plantations, and for the converting of the savage Americans to Christianity, by a College to be erected in the Summer Islands, otherwise called the Isles of Bermuda,"* and, in accordance with the views therein explained, had applied to the Government of that day for a charter of incorporation and a grant of money. The charter was granted and a sum of £20,000 promised by the English Parliament. After a long delay, however, Berkeley was informed that the promised grant would not be paid. He was therefore compelled to abandon his scheme—a scheme on which he had expended much of his private fortune and more than seven years of the prime of his life; and he returned to England towards the end of 1731. The funds that he had collected for his college were made over to the Society for the Propagation of the Gospel in Foreign Parts, and from that time his scheme has been in abeyance.

Proposed Marine Academy.

Mr. Dowling's Scheme.

In 1794, in the days of Governor Hamilton, a law was passed by the Colonial Legislature for raising a sum of money by lottery for the establishment of a Marine Academy in Bermuda; but the money was never raised. In the year 1852, at the instigation of a clergyman of the Church of England, the Rev. W. C. Dowling, who had resided for some time in Bermuda, a most influential meeting was held in London to consider the best means for founding a college in Bermuda for the education of negroes of the West Indies. This project was claimed by its promoter to be a revival

* Berkeley's Works, Vol. II., pp. 281-293.

of Bishop Berkeley's scheme. It was resolved at the meeting to make a beginning upon a small scale, to organise a grammar school in collegiate form, and to commence simple courses of lectures. In the autumn of 1852 Mr. Dowding sailed from England to carry out this proposal. The school was opened in January, 1853, in a hired building, and was attended by thirty coloured boys. Mr. Dowding himself taught for seven weeks, and on his return to England the school began to fall away. It was finally closed in 1856.

Early in the nineteenth century efforts were made to establish a classical school in the central part of the island for the boys of the better class of the white people ; but, as may be seen from the following sketch, these efforts ended in failure. Devonshire College.

From a survey which was made by Richard Norwood in 1662 we learn that there were ten shares or 250 acres of land in different parts of the Colony belonging to what were called Free Schools, evidently schools of which the teachers had been paid by the Bermuda Company ; but, as I have already stated, it was found in 1816 that there were school lands in only three of the nine parishes, and these lands were then placed in the hands of trustees for the purpose of establishing a school for the whites to be known as the Devonshire* College. The funds at the disposal of the trustees were:—Proceeds of land, rent and timber, £1,751; granted by the Crown in 1817, out of the Crown land revenue in Bermuda, £1,000; granted by the Governor and Council in 1816 and 1827, out of the powder duties, £1,400; and by the Colonial Legislature out of the Colonial Treasury, £1,733; amounting to £5,884. A spacious building was erected on the Devonshire school-land at a cost of £3,563. The school was opened in 1829 as a superior classical boarding-school, under the Rev. Thomas Littlehales, a graduate of Oxford University, with a French master as his assistant. In 1831 the work of the school was carried on by the Rev. William Lloyd Gibbons, M.A., of Cambridge, but on his resignation in 1835 the school was closed, and the building has never since been used in any way for educational purposes. The number of day scholars gradually decreased owing to the retired situation of the school-house, which is some distance from the towns and more populous neighbourhoods of the island. The number of boarders had always been lower than was anticipated by the trustees.

In the year 1853 Mr. Dowding made application for the building for the purposes of his proposed college, but the trustees declined to grant the application.

By an Act of the Colonial Legislature of 1870 the property was divided equally between the white and coloured people ; and in 1893, when the total value of the trust funds amounted to £6,000, the body representing the white people purchased with Modern Secondary Schools.

* Devonshire, the name of one of the central parishes of Bermuda.

The Saltus
Grammar
School.

its half a dwelling-house for a schoolmaster surrounded by about eight acres of land, and erected a plain building to serve as a school-room for the better class of white boys. This school is known as the Saltus Grammar School, and is attended by some forty boys.*

The Berkeley
Institute.

In 1895 the other half of the fund was transferred to new trustees for investment, and since that time the income derived from the investment has been devoted to the maintenance of a school known as the Berkeley Institute, which is attended by some forty coloured boys and girls.

Bermuda
High School
for Girls.

In 1899 a fine school building was erected by private subscriptions for the purposes of the Bermuda High School for Girls, which was established in 1894. This school is attended by eighty white girls.

III. PRIMARY EDUCATION.

Work of
Religious
Societies.

Early in the nineteenth century a local District Committee of the Society for the Promotion of Christian Knowledge was formed in Bermuda, the chief object of which was to encourage schools for the poorer white children by grants-in-aid and by clerical inspection. A few years after emancipation in 1834 the grants of the District Committee were extended to a few schools for coloured children; and, about the same time, small annual grants were paid from the Society for the Propagation of the Gospel, and from the Society for the Education of Emancipated Negroes to the teachers, or, as they were called, catechists. Various sums of money were also sent at this time by the Society for the Propagation of the Gospel for the erection of plain buildings that

* The following extract from No. 383, Colonial Reports Annual, Bermuda, Report for 1902, Cd. 1388-7, is interesting in this connection :—In connection with the intelligence received in the Colony during the year that, by the will of the late Right Honourable Cecil John Rhodes, one annual scholarship had been established at the University of Oxford for students from Bermuda, the Governor reported to the Secretary of State on the 20th December, 1902, that "a number of the principal people of the Colony had met together to consider what steps could be taken to improve the conditions of Secondary Education for white boys. It was decided at the first meeting that the promoters should concentrate their efforts on establishing a first-class school at some central point in the Colony, and that they should endeavour to obtain control of a foundation which already existed but which admittedly needed improvement. The Foundation consists of buildings and land in the Parish of Pembroke, vested in a public body called Body No. 1 of the Devonshire College Trustees. This property is now rented by certain trustees for executing the terms of a bequest in the will of a Mr. Samuel Saltus, who are at the present time in the possession of funds calculated to amount to £14,000. The movement has been attended with great success. The promoters of the scheme, in addition to obtaining the ready co-operation of the trustees named above, who have placed the income of the Trust funds entirely at the disposal of the promoters, have raised a fund by which the sum of £1,100 per annum has been guaranteed towards the support of the new school for six years. Steps will shortly be taken to obtain funds for the improvement of the school buildings and property. It is to be hoped that this praiseworthy attempt of the people to better the educational conditions now existing will meet with the success it deserves."

should serve as small chapels and school houses for the coloured people. These buildings—eight in number—are vested in the rectors of the parishes as trustees; and they are still used as school houses for the coloured children. After the year 1816 small grants had been made from time to time by the Colonial Legislature for aiding schools for the poor whites; and in 1836 a Bill was passed for two years to encourage the education of poor whites. The principle of the Bill, however, was not sanctioned by the home Government, and it was not renewed. In 1838 the Colonial Legislature first granted a sum of money to aid elementary schools generally—one at least of which was established in every parish of the colony. The great majority of the children in attendance were coloured. The instruction given was of the most elementary kind, and a joint committee of the Council and House of Assembly was annually appointed to inspect the schools for the purpose of allotting the grants. This arrangement continued until 1847. The average amount paid by the Legislature during the years 1839 to 1847 was £300; and the principle on which this grant was made is set forth in the following resolution which was passed annually by the House of Assembly during those years:—

First Legislative Grants.

“Whereas it is expedient to afford some support out of the Public Treasury to the different Free Schools established in these islands for the education of the poor: and whereas most of those schools have been established by charitable societies which provide salaries for the Teachers, but the Teachers in some of those schools are not as yet provided with any salary and have to find schoolrooms at their own expense, and the Teachers in some other of those schools receive from those societies but small salaries not exceeding six pounds a year: and it is deemed expedient to pay out of the Public Treasury to the Teachers of all the Free Schools a small annual allowance of 8s. for each pupil daily attending any such school (not exceeding the number of forty in any one school), and also to allow each of the Teachers not having a salary exceeding six pounds a year from any other source a salary of £15 for one year out of the Public Treasury: Resolved, that the public Treasurer be, and he is hereby authorized and required to pay”—various sums amounting in all to £263 16s. to the teachers of the eighteen schools enumerated in Appendix D. (See Below.)

In 1847, Captain (afterwards Sir) Charles Elliot, who was at that time Governor of Bermuda, sent the following message to the Local Legislature—the first message that had ever been sent to them on the subject of education:—

Sir Charles Elliot's Recommendations, 1847.

“Ordered by the House of Assembly to be printed, this 27th day of April, 1847.

“Governor and Commander-in-Chief, Charles Elliot.

“The Governor recommends to the consideration of the Legislature a Law authorising the appointment by the Governor and Council of a Committee of Education, consisting of not more than Five Members and a Secretary; the Members to be chosen from the two branches of the Legislature, and the Secretary to receive a salary.

Message from the Governor on the Subject of Education.

"This Committee, he would suggest might be constituted Trustees for the receipt, disbursement, and account of the general vote for the promotion of religious and useful Education amongst the Youth of the Colony, including aid for the purchase, rent, building, or repair of School Houses, the supply of School apparatus, and the payment of Teachers' salaries.

"He thinks that the Law should also extend to the Committee the necessary powers to take a yearly census of all the children in the Colony between the age of four and sixteen years, specifying the age, sex, colour, attainments, whether attending School or not, and if so of what degree, so that any future appropriations may be made understandingly in these important particulars.

"He hopes it would be a fundamental principle that no assistance from public funds should be granted to or for any School except in aid of private contributions or private means of support, unless in special cases of destitution in particular localities with the approbation of the Governor and Council. He thinks too that the Committee should have power to fix the proportions in which public aid should be granted in each case of application, according to the extent of private contributions or private means of support, the number of Scholars and all the other considerations naturally entering into such a matter, and full powers to make previous agreement and require suitable security if they shall see fit, respecting the objects, nature and proof of the outlay.

"It will no doubt be felt that the rights of conscience should be scrupulously respected; and it is therefore to be wished that the Committee should be required to grant aid on equal principles to all Schools for which it may be sought, without reference to the particular formularies of Christianity taught in them; which momentous subject can alone be safely and rightfully left to the unbiassed disposal of the Parents or Guardians of the Children, or the private contributors to the respective Schools. Indeed he believes it should be enacted that the Committee should have no right of interference with or objection to the religious principles on which any School is conducted, or with its management, discipline or course of Instruction, and no other right whatever as respect the Schools, than those already specified, and the right of visitation, due notice being given beforehand.

"It also seems desirable that the Committee should report twice a year to the Governor and Council for presentation to the Legislature.

"But regard being had to the isolation of this small Colony and the difficulty of procuring Teachers, he believes any public measure will be inadequate and incomplete which does not authorise the establishment of a system (prudently commenced with a careful regard to the Public resources applicable to Education) for the proper training of School Masters and Mistresses in these Islands, who may be drawn from it as they are required, by the respective Schools.

"A good Normal School here in connexion with some Parent system in England and particular branch of the Church would no doubt be a great advantage to the people of that persuasion in the Colony. But situated as we are and with the limited resources of our Treasury, the Governor believes it will be felt that such a School supported by the Public, and managed under the direct authority of the Committee, should have the widest scope of useful application.

"He thinks therefore this Normal School should be established on a principle which may best enable the Ministers of all persuasions to foster it by their zeal for the spread of Christian Education, and the pure morality inculcated by that training, to grace and enlighten it by their learning, and to cherish the blessed spirit of peace amongst the inhabitants of these Islands and their posterity, by the example of their charity and concord in this good work.

"If these general views should meet the concurrence of the Legislature, it seems probable that the principles on which the British and Foreign School Society is established, may best reconcile the various conditions

that it may be necessary to observe; and that Society is certainly highly distinguished in point of extent and methods of instruction, economical arrangement, and great and growing success.

"After some enquiry he believes that a Male and Female Teacher of proper qualifications and approved character and conduct, could be procured from their Training Schools on an annual Salary of £80 each, per annum, to increase at the rate of £5 per annum, till it reach £100 per year; but it would of course be necessary to secure to them a proper Lodging, and some allowance for Light and Fuel. If with these advantages they were allowed to receive a certain number of Pupils (the number and the rate of payment for instruction to be indicated by the Committee), it may be hoped that the Institution would work satisfactorily.

"He forwards some publications procured from the British and Foreign School Library, which will amply explain their system, both as to principle and detail.

"The Governor has had less reluctance in offering the general part of this plan to consideration because in fact it is no more than an effort to adapt the system actually obtaining in England under the direct management of Her Majesty's Government, to our circumstances.

"By that System—Associations, Schools, and Men of all shades of opinion are striving heart and hand to fulfil the most serious obligation which can press upon a Christian and free people—the religious and useful Education, of the Youth, to the end that they may be prepared for their duties to society and themselves, whilst they are permitted to abide here, and for their great account hereafter.—C. E.

"Mount Langton, April 27th, 1847."

In answer to that message an Act for aiding in the establishment of schools was passed for two years. This Act provided for regular inspection and an annual grant of £600. In 1849 the Act was amended and continued till the last day of 1850, but by this measure the grant was reduced to £400 per annum. On the expiration of the Act of 1849, the old system of annual inspection by a committee was reverted to until 1858, when a Schools Act was passed which provided for a Board of Education, an Inspector of Schools, and an annual grant of £450. This Act expired in 1860; and the next Schools Act was not passed until 1867, one year after the religious societies had withdrawn their aid from the schools. Since 1867 there has been continuous legislation on the subject. In 1876 the annual grant of £500 was increased to one of £700. In 1879, under Governor Sir Robert Laffan, K.C.M.G., a new Schools Act* was passed, which provided an annual grant of £1,200, an Inspector of Schools, a general Board, and Local Boards of Education. It is with the Act of 1879 that the present elementary school system of Bermuda may be considered to have its origin.

First School's Act.

The Schools Act, 1879.

There are no public schools in Bermuda, in the sense in which that term is applied to elementary schools in England. There are no Government schools. There are no denominational schools. There are no free schools. The school fee is 3d. per week in some of the schools, 4d. per week in others, and in most of them it is 6d. per week. There are in all about fifty private venture schools,†

Present Schools.

* For the Schools Act, 1895, consolidating and amending the Schools Acts, 1879, 1882 and 1883, See Appendix A.

† There are also three Garrison Schools for the Army children and good schools for boys, girls, infants, and apprentices connected with His Majesty's Dockyard.

The Race Question.

attended by both boys and girls; and twenty-five of these are aided by grants from the Colonial Legislature. Nine of the aided schools are attended exclusively by white children and conducted by white teachers; sixteen of them are attended by coloured children under coloured teachers. There is, of course, no law, no ordinance, no regulation for the separation of the children of the two races in the schools. It is, however, the invariable rule that they attend separate schools. Two of the nine aided schools that are attended by white children may be called Higher Grade Elementary Schools. The fee charged in them is £5 per annum. They are conducted by trained teachers from abroad, who, together with the teachers of the secondary schools, prepare their older pupils for the Cambridge Local Examinations—a centre for which was established in Bermuda in 1891. The other aided schools are ordinary elementary schools.

Attendance.

The number of pupils attending these twenty-five schools lies generally between 1,300 and 1,400, the white children representing 23 per cent., and the coloured children 77 per cent. of the total number. The number of pupils attending each school varies according to the locality in which it is situated and the efficiency of the teacher. In eight of the schools the total numbers range from 23 to 29; in six of them those numbers range from 31 to 45; in five of them from 51 to 64; and in four of them from 68 to 83. One has 112 pupils and another 139 pupils in actual attendance. The average attendance, too, varies considerably. In the two higher grade schools it reaches 88 and 89 per cent. of the total number; in nine schools the percentage of the average attendance to the total number lies between 75 and 80; in four others between 70 and 75; while in three or four schools attended by children who are employed in connection with the growing of onions and lilies, the percentage at times lies between 40 and 50. The Schools Act makes attendance at school compulsory on three days out of every five for all children between the ages of six and thirteen years; and a return that was made in July, 1901, shows that there are 2,591 children of school age, that 2,285 are attending school, 262 are taught at home or receive regular private instruction, and 44 receive no instruction—11 on account of sickness, 4 for want of means, and 29 on account of no stated reason. Of the 2,285 children that attend school, 1,117 attended the aided schools during the first half of the year 1901, and 909 of that number did so regularly. Most of the children attending the unaided schools are, doubtless, regular in their attendance; but there are at present no means of obtaining accurate information as to the regularity of the attendance of such children. (For Summary of a Return made by the parents and guardians of the children of school age in July, 1901, see Appendix E. For Summaries of such Returns made during certain years from 1882 to 1901, see Appendix F. For Summaries of the attendance at the aided schools during certain years

Attendance Return of 1901.

from 1882 to 1901 see Appendix G. See also below for powers of local authorities with regard to compulsion.)

I have stated that the Legislative grant for school purposes in 1879 was £1,200. In 1883 it was increased to an annual grant of £1,400; and in 1896 to one of £1,600. This grant is paid out of the general revenue of the Colony, as there are no "school rates" in Bermuda in the sense in which that term is generally understood in England, nor do any of the schools receive anything in the way of voluntary contributions.

The object of the grant is to aid in the maintenance and efficiency of the schools receiving aid from the Public Treasury and in the promotion of education, and to pay such expenses as the Board shall incur for books, stationery, school furniture and fittings, as well as such other expenses as shall be incurred in carrying out the provisions of the Schools Act. (See also below for administration of grant.)

The grant is administered by a Board of Education consisting of the Governor of the Islands, and not more than nine, and not fewer than six other persons who are appointed by him from time to time. The present Board is composed of the Governor as President, the Chief Justice, the two Assistant Justices, two members of the Legislative Council, and two members of the House of Assembly. The Inspector of Schools acts as Secretary to the Board.

The Act provides for the appointment by the Governor of an Inspector of Schools, who is bound to devote his whole time to the duties of his office. The present Inspector was appointed by the Secretary of State for the Colonies in 1880 on the recommendation of the late Mr. Matthew Arnold. The salary attached to the office is at present £280 per annum, and includes all travelling expenses. The duties of the Inspector as prescribed by the Act are "to visit, inspect, examine and superintend all schools receiving aid under the Act, to examine all candidates for grants as schoolmasters, and report on the same to the Board as and when the Board shall require, and to perform all such other duties in connection with the schools in these islands as the Board shall prescribe." In practice, however, the chief duty of the Inspector of Schools is to act as guide and instructor to the teachers of the aided schools—the majority of whom are untrained. When the schools are in session he pays a "surprise visit" to each of them once a month. At the end of every quarter he inspects each school, chiefly for the purpose of awarding the quarterly grants; and once a year he examines the pupils in their several standards of instruction, the teachers being duly notified of the dates of the quarterly inspections and annual examinations.

The school year in these schools is of forty weeks' duration; and the school terms have been so arranged as to provide for a vacation of eight weeks during the hot summer months for the children resident in the two towns, and leave of absence from school for

SCHEME OF
FOR CHILDREN FROM 6 TO 15, IN THE ELEMENTARY

AGE.	UNDER 8.	UNDER 9.	UNDER 10.
STANDARD.	Standard I.	STANDARD II.	STANDARD III.
READING.	McCulloch's First Book, pages 1 to 28 (inclusive).	McCulloch's First Book, and Second Book, pages 1 to 27 (inclusive).	McCulloch's Second Book, and intelligent reading from an ordinary Second Book.
RECITATION.			To repeat 20 lines of simple verse and to know their meaning.
WRITING.	To form the manuscript characters, capital and small letters, from dictation on slate or on the blackboard.	Copy in manuscript character a line of print on slates, commencing with a Capital letter. Copy Books, Nos. 1 and 2 to be shown.	Writing from dictation not more than ten easy words commencing with Capital letters. Copy Books, Nos. 3, 4, and 5 to be shown.
ARITHMETIC.	To form the figures 1 to 9 on blackboard from dictation. To count from 1 to 100.	To write numbers from 1 to 100 from dictation. Add and subtract numbers mentally from 1 to 10.	Notation and numeration from 1 to 1,000. Simple addition and subtraction of numbers of not more than three figures. Multiplication table to 6 times 12.
GRAMMAR.			To point out Nouns.
GEOGRAPHY.	Plan of the school room, and its immediate surroundings. Meaning and use of a map. (The children in these standards to be taught in one group.)		
DRAWING.	Drawing freehand, and with the ruler, of lines (straight, vertical, oblique, etc., angles, parallels, and the simplest right-lined forms, such as some of those given in Ablett's Demonstration Sheets. To be drawn on slates.		

GRADED INSTRUCTION.

SCHOOLS UNDER THE BERMUDA BOARD OF EDUCATION.

UNDER 12.	UNDER 13.	UNDER 14.	UNDER 15.
STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
Intelligent reading from a Third Reading Book.	Reading of a passage from a Fourth Reading Book.	Reading from a Fifth Reading Book, and from Collier's British History.	Reading from a Sixth Reading Book, or from some standard English Author.
To repeat 40 lines poetry, and to know their meaning.	To repeat with intelligence and expression 60 lines of poetry, and to know their meaning.	To repeat 80 lines of poetry and to explain the words and allusions.	To recite 150 lines from some standard poet, and to explain the words and allusions.
Six lines slowly dictated once from the same reading book. Copy Books Nos. 6, 7, and 8 to be shown.	Eight lines slowly dictated once from a Fourth Reading Book. Copy Books Nos. 9, 10, and 11 to be shown.	Writing from memory the substance of a short story read out twice. Spelling, Hand-writing and Composition to be considered. Copy Books Nos. 12 and 13 to be shown. An exercise in Dictation.	A short theme or letter upon an easy subject. Copy Books Nos. 13 and 14 to be shown. An exercise in Dictation may also be given on Examination Day.
Notation and Numeration up to 1,000,000. Four simple rules, Compound Addition and Subtraction.	Compound Rules of money. Reduction of common weights and measures.	Practice, Bills of Parcels. Simple Proportion. Addition and Subtraction of proper fractions.	Vulgar and decimal fractions. Proportion. Exchange of English and United States money.
To point out Nouns, Verbs and Adjectives.	To point out parts of speech and make sentences containing them.	Parsing of an easy sentence.	Parsing and Analysis of simple sentences. Word-building.
Size and shape of the Earth. Geographical terms to be simply explained and illustrated by reference to Map of Bermuda. Physical Geography of hills and rivers.		Outlines of the geography of the world, with special knowledge of England and North America.	
The same on paper.	Freehand drawing of regular forms and curved figures from the flat.	Freehand drawing from the flat. Problems 1 to 12, and 19 to 33 (incl.) of Paliser's Practical Geometry. Definitions of Geometrical figures.	Freehand drawing from the flat. Problems 36 to 100 of Paliser's Practical Geometry.

TEACHER'S RETURN.

NAME OF CHILD.	AGE.		Attendance during 6 months ending 31st Decr., 1901.		
			School opened.	Attended.	Teacher's Signature.
	Years.	Months.			
			days.	days.	

Signature of Parent _____

3. To forward the forms when collected to the Inspector of Schools, whose duty it is to examine the returns and report upon them to the Vestry.

4. To collect twice a year a school rate of ten shillings from the parent or guardian of every child in the parish between the ages of six and thirteen years on whose behalf it cannot be shown :—

- (a) By certificate from a schoolmaster, or other sufficient evidence, that such child has been in regular attendance at a school approved by the Board of Education during the preceding six months ; or
- (b) By a medical certificate, or other sufficient proof, that the child has been prevented by sickness or infirmity from attending school regularly, or that the child from defect of intellect, or from being deaf, dumb or blind, is not susceptible of education by ordinary methods ; or
- (c) That the child has been receiving during the half year sufficient education by competent private tuition ; or
- (d) That the child has been prevented from attending school for want of a proper school within a mile and a half of its place of residence ; or,
- (e) That the child has been prevented attending school by some other reasonable cause satisfactory to the local school authority, which the local school authority shall report to the Board.

5. To collect a penalty not exceeding eighteen shillings from every parent who shall fail to make out such return, as is required, within the prescribed period, or who shall wilfully make any return which is in any respect insufficient.

6. To collect a penalty not exceeding twenty shillings and costs of prosecution from every parent who shall knowingly or wilfully make any return which is in any respect false or incorrect.

7. To appropriate the school rates and penalties when collected to the payment of school fees and to the purchase of school books and requisites for any poor children in the parish who shall in the opinion of the local school authority require such assistance.

8. To apply to the Board of Education for the necessary assistance

to pay the school fees of poor children in the parish when the funds derived from the rates and penalties are insufficient for that purpose.

9. To keep accounts of all rates and penalties received under the provisions of the Act, and of the appropriation thereof; and at the end of every year to render an account to the Board of all receipts and disbursements made by them under the Act.

Such are the powers and duties of the Vestries under the Schools' Act; but, as might be expected in a small community composed of two races of people, the Vestrymen are generally reluctant to prosecute those of their neighbours who do not send their children to school. It is a very rare thing for a Vestryman to visit a school. The rates and penalties are not collected as diligently as they might be, and (as may be seen by the numbers given in Appendix F) twenty years passed before the semi-annual returns from the parents respecting the schooling of the children were anything like complete. As a rule the collection of these returns is conducted by the Vestry Clerks who are paid small grants by the Central Board for what they do in the matter. This grant is in most cases £2 per quarter. In the two larger parishes the grant is £3 and £5 per quarter respectively.

The collection of these returns is, of course, a much easier matter in an island with a population of 17,000, and an area of nineteen square miles, than it would be in a larger country; and now that the return is a complete one, its collection may be regarded as the most important feature of our compulsory system; for it means not only that the parochial authorities and the Inspector of Schools know something of every child of school age in the island, but it also means that the parents and guardians are being reminded of and kept up to what is their duty in the matter of the education of their children. This is a most important gain; for I am convinced that by far the great majority of the parents, more especially those of the poor and poorest classes, are anxious that their children shall attend school; so that what is needed to secure observance of the law is a cultivation of this feeling and right opinion about the matter, rather than compulsion. Compulsion, of course, is not only necessary but very desirable in cases of gross neglect, especially with regard to making satisfactory returns to the Vestries.

During the year 1900 rates and penalties were collected in four of the nine parishes. The total amount collected was about £15; and, in accordance with the provisions of the Act, this money was appropriated to the payment of the school fees of poor children in the parishes.

Teachers.

The recognised classes of teachers in the aided schools are certificated teachers, assistant teachers and monitors. Of the twenty-five certificated teachers eleven are men and fourteen are women. One of the men is a trained teacher from Belfast, another holds a teacher's diploma from Nova Scotia, a third holds a good certificate (as a student) from Sackville College, Nova Scotia, a fourth

served apprenticeship as a pupil teacher in Antigua, and two others have passed the Cambridge Senior Local Examination in addition to the examination for the teacher's certificate of the Bermuda Board. Among the women teachers one is an L.L.A. of St. Andrews University, Scotland; another was trained some thirty years ago at the Home and Colonial College in London.

Certificates are granted without examination to teachers who hold a teacher's certificate from some well-known educational institution. In the absence of any such certificate teachers are examined twice, and undergo probation by actual service in a school aided by the Board. (For the subjects of examination, &c., see Appendix C.)

Thirteen of the aided schools, with an average daily attendance of between fifteen and thirty, are in charge of certificated teachers. In eight of the schools, in which the average attendance exceeds thirty, monitors are appointed by the Inspector of Schools from among the older pupils. These monitors are paid by the Board at the rate of one pound per quarter. In four schools, in which the average number exceeds fifty, the staff consists of a certificated teacher, an assistant teacher, and one, two, or three monitors.

The annual legislative grant of £1,600 is expended in quarterly payments under the following headings:—

1. Grants to Teachers.
2. Grants to Assistant Teachers.
3. Grants to Monitors.
4. Grants to Parish Vestries.

(a) To enable the Vestries to remunerate persons employed in collecting the half-yearly returns required by the Schools' Act.

(b) To pay the school fees of poor children when the funds derived from the rates and penalties are insufficient for that purpose.

5. Grants for repairs to School Houses.

6. Purchase of School Furniture, Prize Books, Certificates, etc., etc.

For Summarised Statement of Expenditure for certain years from 1882 to 1900 (both inclusive), see Appendix I.

The grants to teachers are paid under the following conditions:—

(a) That, in the school, a daily average number of not less than fifteen punctual attendances is secured, that good order is maintained, that cleanliness, proper language and good manners are enforced among the pupils, and that the school work is carried on according to a Time Table recognised by the Inspector of Schools as approved by him for the school.

(b) That the premises in which the school is held are conveniently situated, have proper offices and all necessary arrangements for maintaining decency, are in other respects eligible for the purposes for which they are used having reference to the number and class of the scholars, and

that provision is made for keeping such premises in a clean and in every respect wholesome condition.

(In administering this Article the Board will endeavour to secure, at least, eighty cubical feet of internal space, and eight square feet of area for each child in average attendance.)

- (c) That the teacher is certificated (Arts. 30-37 of Code of Rules. See below, Appendix C), and does not undertake duties not connected with the school, which occupy any part whatever of the school hours.
- (d) That a school register of the daily attendance is kept in the form prescribed by the Inspector, and that such register is accurately written up every morning according to the printed directions in the register, and is at all times open to the inspection of the Inspector of Schools, and of every member of the Board of Education and of the Local Board visiting the school.

And under the following headings :—

1. A fixed salary of £2 10s., of £5, of £6, of £7 10s., or of £9 per quarter according to the class of certificate.

2. Grants upon the Attendance of Pupils.

(a) For every punctual attendance, which means arrival at school by 9 a.m., *one penny*, up to the aggregate number of 2,000 punctual attendances during the quarter ; and for every such attendance over and above the aggregate number of 2,000 punctual attendances during the quarter, *three farthings*.

(b) For every late attendance, which means arrival at school not later than 9.30 a.m., *one halfpenny*, up to the aggregate number of 1,000 late attendances during the quarter ; and for every late attendance over and above the aggregate number of 1,000 late attendances during the quarter, *one farthing*.

3. Grants for Progress of the Pupils, 2s. 6d. per head for every pupil over six and under seventeen years of age, who shall be found by the Inspector of Schools to have attended regularly and to have made, during the quarter, satisfactory progress in his studies.

4. Grants of 30s. per quarter to pay a woman to give lessons in Needlework twice a week in those aided schools that are conducted by male teachers.

5. Grants not exceeding 30s. per quarter to enable the teachers to keep their school premises in a clean and wholesome condition.

The following provisions are made for the reduction of the grant :

1. No capitation rate for attendance or for proficiency of pupils is paid for :—

- (a) Any pupil under four years of age.
- (b) Any pupil who is upwards of seventeen years of age.
- (c) Any pupil who has passed the three elementary subjects in Standard VII., and is upwards of sixteen years of age.

(d) Any pupil who is being paid by the Board as a monitor.

2. No teacher is entitled to more than £80 from the Legislative Grant in any one year, and in the case of any school at which the ordinary tuition fee exceeds sixpence a week the amount of grant paid to the teacher does not exceed £50 in any one year.

Provision for the superannuation of teachers was made in the year 1896 (see Appendix B). Every teacher who has had charge of an aided school for twenty years consecutively, and who has attained the age of sixty years, or become incapacitated by mental or bodily infirmity from properly performing his or her duties as a teacher, may be granted a superannuation allowance. This allowance is calculated on the average salary and grants for attendance and progress of pupils for the ten years preceding retirement or removal at the rate of one-fifth of such average salary and grants. For every additional year's service up to the completion of thirty-five years' service an additional one-fiftieth of such average salary and grants is allowed. So that a teacher who was allowed a superannuation allowance in consideration of thirty-five years' service, whose average salary and grants for attendance and progress of pupils during the last ten years of such service amounted to £50, would be entitled to an allowance of £25 per annum.

Superannuation of Teachers.

IV. CONCLUSION.

The results of the school examinations during recent years show much improvement over the work of former years, attributable to the facts that there is less teaching by rote than there used to be, and that the teachers have been led to adopt good methods in their school work. The attention of the Board of Education has, therefore, been drawn to the desirability of making some provision for the instruction of the teachers, and perhaps some of the older pupils, in the elements of agricultural science, with a view of having the same taught in the schools. There is every reason to hope that successful efforts towards this end will shortly be made, as a Public Garden was established here about three years ago.

Proposal to introduce instruction in Agriculture.

GEORGE SIMPSON,

Bermuda, 18th January, 1902.

Inspector of Schools.

EXTRACT FROM THE REPORT OF THE INSPECTOR OF SCHOOLS (REPORT OF THE BOARD OF EDUCATION [BERMUDA] FOR THE YEAR 1900).

"With respect to the school work generally I feel I may state without exaggeration that improvement has taken place in the methods adopted by the teachers, and that it begins to appear more and more clearly that the influence of the schools and teachers upon the children is much more humanising than it formerly was. I believe that all the teachers are being more and more aroused to the necessity of awakening the thinking powers of the children to appreciate the meaning of what they read and commit to memory if any worthy and lasting results are to follow from the teaching. The importance of this part of a teacher's duty cannot be overrated, and I would again take opportunity to remind our teachers how much more profitable to the children such results are than extensive

exercises of a mechanical nature, which appeal to the rote memory only and never gain audience of the rational memory. It is obvious that tasks that appeal to the memory rather than to the understanding are apt to cultivate stupidity and not intelligence, and that the first object of education, the object that should be the aim of the humblest as of the highest teacher, is to train the young minds how to think. "You come here not to read, but to learn how to read, how to think for yourselves," Dr. Arnold used frequently to say to the boys at Rugby, and the words might with advantage be written over the entrance of every school room, so that the scholars might be daily reminded of it. This grand principle in the teacher's work—not the teaching of knowledge so much as supplying the means of acquiring knowledge—should be the pole-star of the elementary teacher in particular, inasmuch as his object is that the learner shall acquire facility in the three "R's," and what are these but the essential instruments of education, the rudiments of all subsequent self-instruction?

"In closing this Report for the year 1900, one cannot resist the temptation to look back over the past twenty years and trace the modest achievements of to-day through the paths of their development to their early beginnings. That improvement has taken place and is still taking place in our Bermuda schools is amply evident. Indeed there is an alarm in some quarters that too much is being done. Be that as it may, it is a fact to-day with respect to secondary education that we have five or six secondary schools in prosperous condition and in regular working order under the guidance of trained teachers from abroad, who present their pupils and successfully pass them in the Cambridge Local Examinations which have now been held in Bermuda successively for ten years; and that serious attention is being given to place at least two of those schools on a permanent basis. To-day it can be said without fear of contradiction that the Schools' Act is in operation in all the parishes. The returns that are collected from the parents in January and July of each year are now complete returns, and although the rates are not collected as often perhaps as they ought to be, there can be no doubt that much more care and attention are now given by the vestries to their duties under the Act than were formerly given. With respect to the elementary schools it has been shown that the Syllabus of Graded Instruction, under which the work of those schools has been conducted during the past eight years, has done much to systematise that work and to raise its standard. What is still wanted, as I have already stated, is greater intelligence in the work of both teacher and pupil, and I hope that to gain this will be the constant aim of the teachers, with a determination that whatever level is gained shall become a new standpoint from which it would be base to retreat.

"And now if one may venture to look into the near future. The secondary schools will maintain and improve their position so long as the people of Bermuda are alive to the necessity of properly preparing their sons and daughters to take their part with the young people of other countries in the battle of life. In the elementary schools one or two important changes and much-needed improvements must come before long. The day is not far distant, I hope and believe, when the standard of attainment for the teachers in our elementary schools can, and, I hope, will be raised from the present low one. I sincerely hope that in a very short time no person will be recognised as capable of entering upon the work of one of our elementary schools unless he or she has passed the Senior Examination of the Cambridge Local Scheme, or an examination of the same standard. I also hope that the Legislature will at no distant date decide how many secondary schools shall be assisted out of the educational grant and prescribe the extent of that assistance by providing the money accordingly. Lastly, is it asking too much at the beginning of the twentieth century, that the schools attended by the very poor children throughout the islands may be made free schools?"

APPENDIX A.

BERMUDA.

THE SCHOOLS ACT, 1895.

1895, No. 25. [30th December, 1895.]

WHEREAS the Schools Acts, 1879, 1882, and 1883, are about to expire, and it is expedient to consolidate and amend them :

We, therefore, etc., be it enacted, etc. :

1. There shall be a Board of Education consisting of His Excellency the Governor, and not more than nine and not fewer than six other persons to be from time to time appointed by him. Constitution of the Board of Education.

Provided that until the Governor shall see fit to make a new appointment, the present Board shall continue to discharge the duties of the Board of Education in like manner as if it had been appointed under this Act.

The Governor, or in his absence any member of the Board appointed by him by warrant to preside at meetings of the Board in his absence, and any three members of the Board shall be a quorum for the transaction of business. Quorum.

2. The Governor shall have power to appoint an Inspector of Schools who shall be bound to devote his whole time to the duties of his office, and shall also act as Secretary to the Board of Education, and shall hold office during pleasure ; and it shall be his duty to visit, inspect, examine and superintend all schools receiving aid under this Act, and to examine all candidates for grants as schoolmasters, and report on the same to the Board as and when the Board shall require, and to perform all such other duties in connection with the schools in these islands as the Board shall prescribe. Appointment and duties of Inspector of Schools.

It shall be lawful for the Inspector at the request of any school manager or schoolmaster to visit and inspect any schools not receiving aid under this Act.

Provided that until a new appointment shall be made under this Act, the present Inspector shall continue to discharge the duties and to receive the emoluments of his office in like manner as if he had been appointed under this Act.

3. The Receiver-General shall pay from time to time to the order of the Board such sums not in the whole exceeding one thousand six hundred pounds for any one year as the Board shall require to aid in the maintenance and efficiency of the schools receiving aid from the Public Treasury, and in the promotion of education, and for such expenses as the Board shall incur for books, stationery, school furniture and fittings, and for other expenses not otherwise provided for by law incurred in carrying out the provisions of this Act. Grant to Board of Education.

4. The Board shall make an annual report on the condition of the schools, and, as far as practicable, on the state of education in these islands, to his Excellency the Governor for the information of the Legislature. Report to Legislature.

5. The Bible shall be a daily class-book in every school receiving aid under this Act ; and no child shall be excluded from any such school on account of his religious denomination. The Bible a Class Book in every School.

6. In every parish the parish vestry or any committee of the same appointed by the vestry to discharge the duties imposed by this Act on the local school authority, shall form a board of visitors of all schools within the parish receiving aid under this Act, or in which any child or children shall be put to school at the public expense ; and such vestry or committee shall have power to visit, examine and inspect all such schools, and to enter Parish Vestries to be Local Boards for purposes of this Act.

in a book to be kept in each school for the purpose, or to report to the Inspector of Schools for the information of the Board, any facts, circumstances or suggestions with respect to the schools or the teachers, or to the moral or educational welfare of the school, which it may desire to bring to the notice of the Board.

School Rates. 7. After the thirtieth day of June and the thirtieth day of December in every year a school rate of ten shillings for the preceding half-year shall be payable by the parent in respect of every child of school age living in these islands to the local school authority of the parish wherein such child has resided; and it shall be the duty of the overseers of the poor or other person or persons appointed by such authority for the purpose, to collect such rates and pay them over to the local school authority or to such person as such authority shall direct, after deducting the collector's commission of five per centum on the money collected and paid over.

Provided that such rates shall not be collected in respect of any child for any half-year during which the local school authority shall be satisfied—

- (a) By certificate from a schoolmaster, or other sufficient evidence, that such child has been in regular attendance at a school approved by the Board during such half-year; or,
- (b) By a medical certificate, or other sufficient proof, that the child has been prevented by sickness or infirmity from attending school regularly, or that the child from defect of intellect, or from being deaf, dumb, or blind, is not susceptible of education by ordinary methods; or,
- (c) That the child has been receiving during the half-year sufficient education by competent private tuition; or,
- (d) That the child has been prevented from attending school for want of a proper school within a mile and a half of its place of residence which the child might reasonably have been required to attend; or
- (e) Has been prevented attending school by some other reasonable cause satisfactory to the local school authority, which the local authority shall report to the Board.

School Rates, how to be enforced. 8. If any school rate payable under this Act shall not be paid to the overseers of the poor or other person or persons authorized by the local school authority to receive the same on demand or within twenty days thereafter, it shall be recoverable by the overseers or such other person in like manner as debts not exceeding three pounds are recoverable; and the Justice before whom the same shall be sued for shall have power to award costs not exceeding eight shillings to the complainant if satisfied that the defendant has wilfully and unreasonably refused or neglected to pay the rate for twenty days after demand while having it in his power to do so; and if default shall be made in payment of any rate or costs within such time as the Justice shall allow for payment thereof, it shall be lawful for such Justice to issue execution for the same in the usual form, and for want of sufficient distress to satisfy the amount due to commit the defendant to gaol for any time not exceeding twenty days unless the debt and costs be sooner paid.

Provided that if any such defendant shall satisfy the Justice that he is entitled to exemption from the rate on any ground mentioned in the last preceding section of this Act, such defendant shall not be liable to conviction, but shall be liable to costs not exceeding eight shillings unless he shall show that he has complied with the provisions of this Act with respect to the half-yearly returns required to be made by parents.

Duty of Parents as to Half-Yearly School Returns. 9. It shall be the duty of the parent of every child of school age residing in any parish in these islands to make a return in writing to the local school authority within the first seventeen days of every January and July, of the names in full and ages of all children residing in the parish to whom he stands in the relation of parent stating with respect to every such child whether he has during the last preceding half-year been educated privately or at school, and if at school at what school, and whether he has attended

school regularly during that half-year, and if not, why not; and every parent who shall fail to make out or fill up such return or to deliver the same to the constable or other person appointed to collect the same within the prescribed period, or who shall wilfully make any return which is in any respect insufficient, shall be liable on conviction to a penalty not exceeding ten shillings and to costs of prosecution not exceeding eight shillings; and every parent who shall knowingly or wilfully make any return which is in any respect false or incorrect shall be liable on conviction to a penalty not exceeding twenty shillings and to costs of prosecution; and it shall be the duty of such parent to deliver such return or cause the same to be delivered to the parish constable or other person authorized by the local school authorities to receive the same whenever he shall call for it between the seventeenth and twenty-fifth days of the said months respectively.

If any question shall arise as to the age of any child a certified extract from any register of births with evidence of identity shall be deemed conclusive proof of the date of birth in the absence of proof that the birth took place on some other date and the true date be proved.

10. All rates and penalties collected under this Act shall be paid to the local school authority which shall have power, out of such rates and penalties, to pay the school fees of, and for the school books and requisites for, any poor children in the parish, who shall in the opinion of the local school authority require such assistance; and if the funds derived from such sources are insufficient for such purposes, it shall be lawful for the local school authority to apply to the Board for the necessary assistance.

Local School Authority to appropriate School Rates and Penalties towards the Education of Poor Children.

Any such funds not required or used for such purposes shall be applied towards the promotion of education in the parish in such manner as the Board shall sanction.

11. The Board shall furnish to every local school authority a sufficient number of printed forms for the returns required from parents by this Act. The local school authority shall divide the parish into convenient districts for the purpose of distributing such forms, and of collecting the half-yearly returns when completed, and shall allot a parish constable or other person to each district for those purposes.

Duty of Board and Local School Authority and others with respect to Half-Yearly Returns.

The printed forms shall be left by such constable or other person at every house and every separate room occupied by any parent and by any child or children of school age within the first seven days of every January and July.

Every parent of any child or children of school age shall, between the seventh and fourteenth days of each of such months, fill up the blank form with the particulars required thereby.

The constable or other person appointed by the local school authority for the purpose shall between the seventeenth and twenty-fifth days of each of such months collect from house to house, and when occasion requires from room to room, from every parent who is by this Act required to fill up such returns, the returns filled up (hereinafter called the school returns) and deliver them to the parish vestry clerk or other person appointed by the local school authority to receive them, whose duty it shall be to transmit all such returns during the first week of February and August next ensuing to the Inspector of Schools.

The Inspector after examining the returns shall report to the local school authority the names of the parents who have not made proper or sufficient returns in accordance with this Act, and of the children of school age within the school jurisdiction of the local school authority in respect of whom the school rates imposed by this Act appear from such returns to have become payable.

The clerks of the local school authorities, and the constables or other persons appointed by such authority to distribute and collect the returns, shall be entitled to such remuneration for their services as the Board shall see fit to grant or allow to them out of the funds hereby placed at its disposal.

The Board to have Power to Remunerate Persons.

12. The Board shall have power to make such remuneration or allowances as it shall see fit to the clerks of the local school authority and the parish

employed to collect Returns. constables or other persons employed by such authority to collect the half-yearly returns required by this Act.

Local School Authority to keep accounts of Receipts and Disbursements, and to render Annual Accounts to the Board. 13. The local school authority shall keep in an account book, to be furnished by the Board, full and correct accounts of all rates and penalties collected, received or enforced under the provisions of this Act, and of the appropriation thereof : and shall at the end of every year or within thirty days thereafter render to the Board an account in detail of all receipts and disbursements made by such local authority under this Act.

School Rates and Penalties Due to the Crown. 14. All school rates and penalties imposed by this Act shall be due to the Crown, but may be received, sued for, enforced and collected in the name of the Crown by the local school authority, or person or persons authorized by this Act to receive, sue for, enforce, or collect the same.

Definitions. 15. For the purposes of this Act, and any Act hereafter to be passed in amendment thereof, and in construing the same, the following terms and expressions shall, where not inconsistent with the subject matter or context, have the several meanings and include the several persons, matters, and things hereinafter ascribed, or prescribed. or assigned to them, that is to say :-

"The Board " shall mean the Board of Education.

"The Local Board " shall mean the Parish Vestry, or any Committee of the Vestry appointed by the Vestry to discharge the duties imposed by this Act on the Parish Vestry or any Committee thereof.

"Justice " shall mean any Justice of the Peace named in and appointed by the Commission of the Peace.

"Parent " shall in relation to any legitimate child mean and include the father if living and in these islands, and if the father be dead or not living in these islands, the mother, or if she be married again, the step-father during her lifetime, and in relation to any illegitimate child, the mother, or if she be married and her husband be living in these islands, her husband, and with relation to any child being in the custody or under the charge of any other relative, or of any guardian, such relative or guardian.

"Regular attendance " shall mean attendance on at least three days out of every five days on which the school which the child shall have attended has been open during the half year.

"Schoolmaster " shall include a schoolmistress.

"School age " shall mean over six and under thirteen years of age.

And if any question shall arise as to the age of any child a certified extract from the General Register or any District Register of Births shall, with evidence of identity, be deemed conclusive proof of the date of such birth unless and until it is proved to be incorrect, and the true date be proved.

Board and School documents to pass by post free of postage. 16. All correspondence and documents passing by post between the Board or the Inspector of Schools and any local school authority or teacher or other person on matters solely relating to the business of the Board or the schools, shall if plainly marked on the outside " On Her Majesty's Service " and with the words " Inspector of Schools " or " Local School Authority " or " Schools Act, 1895," shall pass through the post and be delivered free of postage.

Duration Clause. 17. This Act shall go into operation on the first day of January, one thousand eight hundred and ninety-six and continue in force until and throughout the last day of December, one thousand nine hundred and one.

APPENDIX B.

BERMUDA.

THE SCHOOL TEACHERS SUPERANNUATION ACT, 1896.

1896, No. 26. [31st December, 1896.]

Whereas it is expedient in the interests of Education to make provision for the superannuation of persons who shall have had charge of schools under the supervision of the Board of Education on their retirement after long service in that capacity :

We, therefore, etc., be it enacted, etc. :

1. Every teacher who shall have had the charge of a school or schools, under the supervision of the Board of Education for twenty years consecutively, and who shall have attained the age of sixty years, or who shall have become incapacitated by mental or bodily infirmity from properly performing his or her duties as a teacher, may be granted on the recommendation of the Board of Education, a superannuation allowance, calculated on his or her average salary and allowances for proficiency and attendance from the Public Treasury for the ten years preceding his or her retirement or removal, at the rate of twenty *per centum* of such average salary and allowances for proficiency and attendance and for every additional year's service up to the completion of thirty-five years an addition of two *per centum* thereof ; but no addition shall be made for any service beyond thirty-five years ; provided always that nothing herein contained shall be construed to deprive any person of any benefit which he might otherwise acquire under this Act by reason of any temporary discontinuance of his service as a teacher in consequence of sickness or incapacity, or on leave of absence for any limited period granted by the Board of Education on urgent private affairs, or for other sufficient reason to be allowed by the Board : provided nevertheless that the period of such absence shall be excluded from the term of service in respect of which any benefit may be granted to the teachers under the provisions of this Act.

Provision for Superannuation of Teachers who have served under the Board of Education.

2. It shall be the duty of the Audit Board to certify to the Receiver General whenever any teacher shall be superannuated under this Act the amount of salary on which the superannuation allowance is to be calculated.

The Audit Board to certify the salary on which the superannuation is to be calculated.

3. Before any person shall be superannuated under this Act the Governor-in-Council shall be satisfied on the report of the Board of Education :—

(1) That the person proposed to be superannuated is eligible for superannuation under this Act.

(2) That the superannuation will result in benefit to the public service, and is therefore in the public interest.

Conditions of superannuation.

(3) That, except in the case of any teacher who is sixty years old, or upwards, such superannuation has become necessary in consequence of mental or physical infirmity, or other incapacity.

4. Retirement shall be compulsory on any teacher to whom the superannuation allowance provided by this Act shall be offered ; and such offer shall not be considered as implying any censure on the person to whom it is made.

Retirement to be compulsory on offer of annuity.

5. No allowance under this Act shall be granted to any teacher who shall be dismissed from his or her office as such under the Board of Education for immorality or gross misconduct.

No allowance under this Act to teachers dismissed for misconduct.

6. This Act shall not come into operation unless and until the Governor notifies by Proclamation that it is Her Majesty's pleasure not to disallow the same ; and subject as aforesaid, it shall come into operation on the first day of February one thousand eight hundred and ninety-seven or as soon after that date as such proclamation shall be made.

Suspending Clause.

APPENDIX C.

CODE OF RULES ADOPTED BY THE BERMUDA BOARD
OF EDUCATION.*

FEBRUARY, 1896.

PRELIMINARY ARTICLES.

1-8.

SCHOOL ATTENDANCE.

9. The schools receiving aid from the Board shall be required to conform to the following School Terms :—

1st Term—11 weeks, commencing on the last Monday in January ;

2nd Term—13 weeks, commencing on the third Monday in May ;

3rd Term—16 weeks, commencing on the first Monday in September.

10. In schools where the attendance of the pupils is not affected by the field work, the teachers may conform to the following School Terms instead of those prescribed in Art. 9 :—

1st Term—24 weeks, commencing on the third Monday in January and excluding Easter week, which shall be a vacation ;

2nd Term—16 weeks, commencing on the first Monday in September,

11. Provided, however, that if any teacher wishes to keep his or her school open during the periods of vacation such teacher shall be at liberty to do so, but the Board will make no increase to the teacher's salary, and will grant no capitation allowance in respect of such extra school attendance.

12. All schools shall be kept open five days in every week, viz. : Monday, Tuesday, Wednesday, Thursday and Friday, with the exception of Good Friday, Christmas Day and the Birthday of the Sovereign, and any special occasion sanctioned by the Inspector of Schools.

The school hours shall be from nine to twelve in the forenoon, and from one to three in the afternoon.

13. All pupils coming to school by nine shall be reckoned "punctual," and those who arrive after nine but by half past nine shall be reckoned "late," and all these shall be counted as in attendance for capitation payments, and to make up the number of attendances required by the Schools' Act to exempt pupils from the payment of school rates. No arrivals after half-past nine shall be counted for the purpose of capitation for payments, but teachers will include all of them in their Quarterly Returns to the Local Boards, distinguishing between those who attended in school for two hours or more, and those who merely came for a shorter period ; and the Board recommends to the Local Boards that no attendance be allowed to count towards exempting the pupils from the payment of the school rates when the pupil shall not have attended for at least two hours in the school.

Children, however, will not be credited with attendance at school, either punctual or late, for any day on which they leave the school before the end of the school hours, without permission from the teacher.

14. It shall be the duty of each teacher receiving aid from the Board to give at least three days' notice in writing to the Inspector of Schools of any circumstances that render it necessary to close the school on any school-day, or to hold a school attendance elsewhere than in the accustomed place.

* This can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

QUARTERLY GRANTS.

15-24. [Summarised on pp. 115-116 above.]

REDUCTION OF GRANT.

25-28. [Summarised on p. 116 above.]

TEACHERS.

29. The recognised classes of teachers are :—

- (a) Certificated Teachers ;
- (b) Assistant Teachers ;
- (c) Monitors.

30. Teachers, in order to obtain certificates, must be examined twice, and undergo probation by actual service in a school aided by the Board. The subjects of examination are the following :—

[* The maximum number of marks obtainable in each subject is placed within brackets, and those subjects in which failure excludes from a certificate are denoted by an asterisk*.]

(For the *First Examination*.)

1. *Reading [30] and *Repetition from memory [20].
 - (a) To read distinctly and with due emphasis and just expression.
 - (b) To repeat at least 200 lines from the works of Milton or Shakespeare with clearness and force, and to show knowledge of meanings and allusions.
2. *Writing [30].
 - (a) To set copies in large and small hand.
 - (b) To write neatly and legibly.
3. *Spelling [30].

To write correctly a passage dictated by the Inspector.
4. *Composition [15].

To write simple prose upon a given subject.
5. *English Grammar, etc. [35].
 - (a) Parsing and analysis of sentences and a knowledge of the principles of English Grammar as set forth in Parts i., ii., and iii. of Evan Daniel's Grammar.
 - (b) An intelligent acquaintance with the language and subject of Scott's Marmion.
6. *Arithmetic [35].
 - (a) To work ordinary sums on paper.
 - (b) To prove and explain the rules *viva voce* on the blackboard.
7. Geography [25] and Map Drawing [10].
 - (a) General knowledge of the physical geography of the world ; its chief divisions, countries and cities.
 - (b) To draw from memory a map of (a) Bermuda, or (b) England, or (c) some portion of North America.
8. English History [35].

Outlines of English History from 1066, A.D., to 1820, A.D.
9. *Scripture History [35].

Outlines of Scripture History and some special knowledge of St. Luke's Gospel.

(For the *Second Examination*.)

*School Management and Teaching [100].

1. To show a knowledge of
 - (a) The first general principles of teaching as set forth in Sections i., ii., and v. of the Teacher's Manual ;
 - (b) The methods of teaching the ordinary elementary subjects of maintaining discipline and of cultivating the intelligence of children as set forth in Sections iv., vi., vii., viii., and x. of the Teacher's Manual.
2. To give in the presence of the Inspector a collective or class lesson on one of the subjects taught in the school.
3. To prepare notes for any such lesson.

31. There will be two sets of examination papers, known respectively as A grade and B grade, and candidates attending the examination may at their option take the papers of the A grade or of the B grade.

The questions in both sets of papers will, with one or two exceptions, be upon the above-mentioned subjects ; but those of A grade shall be of a more difficult nature than those of B grade.

The exceptions are that in Repetition from Memory 300 lines will be required. In English Grammar an outline of the history of the English language will be required ; and the set book will be Milton's *Paradise Lost*, Book I.

In English History special knowledge of the reign of George III. will be required.

32. Certificates are of five classes ; that of the fifth class being for such teachers as are serving on probation until they have successfully passed the second part of the examination.

33. Teachers, upon being placed upon the Board's list, shall be placed in the third, fourth, or fifth class.

34. Only such teachers as pass successfully in the examination papers of A grade, or who are classed under Rule 37. or who have performed long, regular and useful service in the Board Schools, can be placed in the Third Class.

35. Teachers can be raised to the Second Class, or to the First from the Second, by good service only.

36. No certificate is originally issued above the Third Class.

37. Certificates may be granted without examination upon the report of the Inspector to teachers who hold a teacher's certificate from some well-known educational institution.

ASSISTANT TEACHERS.

38. In schools where the average number in attendance exceeds fifty, an Assistant Teacher may be appointed under the following conditions :—

- (a) That the said teacher is over eighteen years of age at the day of appointment ;
- (b) That the Inspector of Schools is satisfied that the Assistant is capable of maintaining discipline among the children and of teaching the subjects required to be taught ;
- (c) That the head teacher makes formal application to the Board, through the Inspector of Schools, for the appointment of the candidate as Assistant in the school.

39. The Inspector of Schools, in providing for the staff of teachers for each quarter, will consider an Assistant Teacher, fulfilling the above conditions, as equivalent to a Monitor.

40. Each Assistant Teacher, on appointment, shall be paid by the Board at the rate of £12 per annum. After three years' regular service in the same school the salary may be raised, on the report of the Inspector of Schools, to £15 per annum, and after five years' such service to £20 per annum.

41. If the Assistant in any school be a female teacher no grant for the teaching of needlework will be paid to the head teacher, as the Board will consider it part of the Assistant's duties to teach needlework.

42. The Assistant Teacher shall attend punctually on each day that the school is open during the terms prescribed by the Board.

MONITORS.

43. The Inspector will select in each school, among the most proficient of the pupils, one Monitor for every fifteen or portion of fifteen pupils in average attendance over the average number of thirty, whose duty it shall be to assist the teacher in teaching and maintaining order in the school, and each of such monitors will be paid £1 per quarter by the Board so long as they are found by the Inspector of Schools to be duly discharging their duties as Monitors.

SCHOOL DIARY OR LOG BOOK.

44-47.

SCHOOL REGISTERS.

48.

SCHOOL BOOKS.

49. The Board of Education will aim at securing uniformity in the books used in the schools receiving public aid ; and whenever the supply of school books and other requisites is reported to be unsatisfactory in quantity, character or condition, the grant falling due to the teacher will either be suspended until the defect is supplied or be appropriated to making it good.

50. The Board of Education, for the purpose of securing the advantages aimed at in the foregoing rule, will import and keep, for the supply of the schools, school books and copy books of an approved character, and such books will be furnished at cost price to the teachers, who will be required to keep their schools fully supplied with the books imported by the Board, and to furnish them at cost price to the children.

51. The Board of Education will supply the teachers with school books free of charge, for the use of any children in their school on receipt of a certificate from the Local Board of the parish in which such children are resident that the parents or guardians are unable to purchase the books, and a list of the books required by such children from the Inspector of Schools.

PAYMENT OF SCHOOL FEES.

52. The capitation rates and premiums for proficiency and other grants in aid, paid by the Board of Education to assist in maintaining efficient schools, are not intended in any way to supersede or dispense with the necessity for the payment of school fees to the teachers by the parents or guardians of pupils, or to relieve parents or guardians of pupils or patrons of schools from any pecuniary liability.

53. Agreeably with Clause 10 of the Schools' Act, the Local Board of each parish will have power to pay the school fees of any poor children out of the rates collected. If the Local Board of any parish apply to the Board of Education for payment of the school fees of any children according to the provision of Clause 10 of the Schools' Act, the Board will pay the school fees only of such children as are of school age, and only for such periods as the schools are held to be in session by Art. No. 9 or Art. No. 10 of the Board's Rules. Moreover, the Board will not consider that a teacher has any claim for a weekly payment unless the child shall have attended at least three days of the week, or for a quarterly payment unless the child shall have attended at least three-fifths of the number of times the school shall have been opened during the quarter ; such attendance to include only the "*punctual*" and "*late*" attendances, as defined by Art. No. 13.

54. The Board of Education will pay for every child put to school, with the sanction of the Board, with teachers who have not been taken on the Board's list, such school fees as may be agreed on between the Board and the particular teacher for an ordinary elementary English education, to be paid on the certificate of the teacher that such children have attended regularly, and on the report of the Inspector that such children have shown, on examination, satisfactory proofs of progress.

55. The Board will require that all applications for the payment of the school fees of poor children, whether made by the Local Board of any parish, or by any teacher or teachers, shall be made within three months after the end of the quarter for which the school fees are due, and the Board does not undertake to consider any applications for the payment of school fees that are not made within the time provided by this rule.

GRANTS TO LOCAL BOARDS.

56. A grant of forty shillings per quarter will be placed at the disposal of the Local Board of each parish to pay the constables and others employed in collecting the half-yearly returns from the parents and to meet any other small expenses that may be incurred by the Local Board in carrying out the provisions of the Schools' Act.

57. The grant to the Local Board of St. George's parish and the grant to the Local Board of Pembroke parish may be sixty shillings per quarter.

58. The above grant shall be payable by the Receiver-General after the first quarterly meeting of the Board of Education, but shall not be payable after the last day of the quarter for which it is allowed.

59. The Board of Education will require a quarterly return of the expenditure incurred by each Local Board, and until such return shall have been received, the grant for the current quarter shall be withheld, and if any returns shall not be made within the following quarter the grant for such following quarter shall be forfeited.

60. The Board will advance such sums of money as may be necessary from time to time to enable the Overseers of the Poor of any parish to take out summonses and to carry out legal proceedings against the parents or guardians of children of school age who do not attend school regularly, and also against those parents and guardians who fail to comply with the requirements of Clause 9 of the Schools' Act respecting the half-yearly return to be made to the Local Board; *provided* that the Local Board furnish the Inspector of Schools with full particulars of each case wherein they propose to prosecute such parents or guardians, and the Inspector of Schools is satisfied from the information thus afforded that the case is one in which it is desirable in the public interest to prosecute, and *provided also* that the Local Board account for any sums advanced by the Central Board for carrying out legal proceedings, and for any sums recovered by them through such legal action, in their quarterly return of expenditure.

By order of the Board.

GEORGE SIMPSON,

Secretary to the Board.

Public Buildings, 20th February, 1896.

TEACHERS' LIBRARY.

The Board of Education has imported some books upon the Principles, Practice and History of Education for the use of those teachers who receive aid from the public educational grant. These books are at the Office of the Inspector of Schools, whence they may be borrowed by the teachers in accordance with the following regulations :—

1. No teacher may take out more than one work at a time.
2. No book may be borrowed, returned, or exchanged by any teacher except during the hours of ten to three on Saturdays.
3. No book may be kept by any one teacher for a longer period than four weeks.
4. Each teacher will be liable for any damage that may occur to any work during the time that he or she holds it from the office, and, moreover, will be required to make good such damage by payment from the quarterly grants of such an amount as shall be decided upon by the Board of Education.

By order of the Board.

GEORGE SIMPSON,

Secretary to the Board.

A RETURN OF THE FREE SCHOOLS IN BERMUDA; THE NUMBER OF CHILDREN RECEIVING INSTRUCTION IN EACH, THE EMOLUMENTS OF THE TEACHERS; AND FROM WHAT SOURCE THE EMOLUMENTS ARE DERIVED.

(Presented to the House of Assembly, Monday, 3rd July, 1843.)

PARISH.	Kind of School.	Superintended by.	When Established.	Average Number of Daily Pupils.		Subjects taught.	Legislative Grant to 1st September 1842.	Present Salaries and Emoluments.	From what sources derived.
				Males.	Females.				
St. George's -	White -	Rector of Parish	1838	26	22	48	Reading, Writing, Arithmetic	£ s. d. 16 0 0	Society for Propagating the Gospel in Foreign Parts.
" -	Coloured -	"	1839	19	19	38	ditto and Sewing	16 0 0	Ladies' Society of London for Education of Negroes.
St. David's late	Mixed -	"	1837	22	20	42	ditto	15 0 0	Bermuda Society for Promoting Christian Knowledge.
Tucker's Town	White -	"	1839	4	7	11	ditto	21 8 0	Ladies' Society of London for Education of Negroes.
Hamilton -	White -	"	1836	11	6	17	Reading, Writing, Arithmetic	7 4 0	Bermuda S.P.C.K.
" -	Coloured -	"	1838	12	15	27	ditto	16 0 0	S.P.G.
Smith's -	White -	"	1836	3	5	8	ditto	18 4 0	Donation from Bermuda S.P.C.K.
" -	Coloured -	"	1841	24	13	37	ditto	16 0 0	S.P.G.
Devonshire -	White -	"	1836	9	8	17	ditto	21 0 0	Bermuda S.P.C.K.
Pembroke -	White -	Rev. Dr. Tucker	1841	3	8	11	ditto	4 8 0	"
" -	Coloured -	Rector of Parish	1836	46	23	69	ditto	16 0 0	S.P.G.
" -	White -	Wesleyan Misen.	1837	19	18	37	ditto	16 0 0	Young Men's Friendly Institution.
Paget -	White -	Rector of Parish	1834	7	0	7	ditto	24 0 0	Wesleyan Missionary Society.
" -	Coloured -	"	1838	36	11	47	ditto	12 8 0	Bermuda S.P.C.K.
Warwick -	Coloured -	"	1838	22	16	38	ditto	5 0 0	[Parish Friendly Society of Warwick Contributed by Parents of Pupils.]
Southampton	White -	"	1841	10	13	23	ditto	22 12 0	Ladies' Society of London for Education of Negroes.
Sandys -	Coloured -	"	1836	40	26	66	ditto	16 0 0	Bermuda S.P.C.K.
" -	White -	"	1823	15	10	25	ditto	9 12 0	S.P.G.
" -		"						30 0 0	Bermuda S.P.C.K.

NOTE.—Independently of the above-mentioned Schools, about 800 children and adults are partially instructed in Sunday Schools, gratuitously attended in most of the Parishes.

APPENDIX E.

SUMMARY OF THE PARENTS' HALF-YEARLY RETURN MADE TO THE PARISH VESTRIES IN THE MONTH OF JULY, 1901.

PARISHES.	Children of School Age.		Attending School.		Taught at Home.		Receiving no In-struction.			Of those attending Aided Schools.		Of those returned as attending the several Unaided Schools.					
	Census. 1901.	Return.	Aided.	Unaided	Sick-ness.	Want of Means.	Want of School.	No reason.	Required number of times.	Did not do so.	Forms Signed by Teachers.		Forms not Signed by Teachers.	Return made.	Required number of times.	Did not do so.	
1. St. George's	286	291	133	125	33	0	0	0	0	126	7	116	9	116	116	0	0
2. Hamilton	197	193	129	37	26	0	0	0	1	70	59	23	14	11	9	2	2
3. Smith's	110	114	49	39	24	0	1	0	1	39	10	32	7	19	16	3	3
4. Devonshire	178	184	114	54	8	0	0	0	8	82	32	30	24	23	22	1	1
5. Pembroke	746	748	319	367	51	2	0	0	9	279	40	169	198	112	104	8	8
6. Paget	273	263	28	180	46	6	1	0	2	27	1	35	145	No information.			
7. Warwick	219	236	67	126	38	1	0	0	4	52	15	47	79	47	41	6	6
8. Southampton	146	136	94	23	16	1	0	0	2	73	21	2	21	No information.			
9. Sandys'	429	426	184	217	20	1	2	0	2	161	23	205	12	197	184	13	13
	2,584	2,591	1,117	1,168	262	11	4	0	29	909	208	659	509	525	492	33	33
			2,285			44				1,117						525	

APPENDIX F.

SUMMARIES OF THE RETURNS MADE BY THE PARENTS TO THE PARISH VESTRIES IN THE YEARS 1882, 1887, 1891, 1892, AND 1897—1901.

YEAR.	Children of School Age.	ATTENDING SCHOOL.			Taught at Home.	Receiving no Instruction.
		Aided.	Unaided.	Total.		
1882	1,596	679	503	1,182	281	133
1887	1,510	823	474	1,297	175	38
1891*	1,920	912	633	1,545	286	89
1892	1,735	832	648	1,480	209	46
1897	2,204	1,048	828	1 876	285	43
1898	2,294	1,071	925	1,996	250	48
1899	2,264	1,010	943	1,953	280	31
1900	2,391	1,112	1,005	2,117	240	24
1901†	2,591	1,117	1,168	2,285	262	44

APPENDIX G.

SUMMARIES OF THE ATTENDANCE AT THE AIDED SCHOOLS IN THE YEARS 1882, 1887, 1891, 1892 AND 1897—1901.

YEAR.	No. of Schools receiving Aid.				No. of Pupils in Attendance.				Average Number in Attendance.				Annual.	Per cent. of average to Total.
	Quarters.				Quarters.				Quarters.					
	1	2	3	4	1	2	3	4	1	2	3	4		
1882	19	21	21	21	1,044	1,097	1,127	1,020	748	626	695	661	683	64
1887	21	21	21	22	1,058	1,166	1,232	1,231	783	783	906	870	836	71
1891	23	23	23	23	1,141	1,223	1,243	1,164	833	781	837	819	817	69
1892	22	22	23	23	1,147	1,202	1,262	1 231	838	809	906	878	858	71
1897	23	23	23	23	1,303	1,337	1,404	1,351	944	900	1,024	960	957	71
1898	23	23	23	23	1,396	1,421	1,421	1,319	1,062	913	1,014	883	968	70
1899	23	24	24	24	1,261	1,293	1,330	1,277	938	863	930	938	917	71
1900	24	25	24	24	1,314	1,422	1,363	1,328	944	966	950	950	953	70
1901	25	24	24	25	1,303	1,349	1,309	1,292	906	917	964	944	933	71

* The number of children of school age in Bermuda according to the Census Return of 1891 was 2,201.

† According to the Census Return of 1901 it is 2,584.

APPENDIX H.

SYLLABUS OF SCRIPTURE INSTRUCTION.

TO BE FOLLOWED BY THE TEACHERS OF SCHOOLS UNDER THE BOARD OF EDUCATION DURING THE YEAR 1901.

DIVISION.	READING.		TO BE COMMITTED TO MEMORY.
	OLD TESTAMENT.	NEW TESTAMENT.	
FIRST: Composed of the Lower Classes of the School.	GENESIS— Creation; Fall; Cain and Abel; Enoch; Flood; Sacrifice. EXODUS XIX. and XX— Encampment; Washing; The Commandments.	Story of Our Lord's Life and Sufferings as recorded in St. Matthew (Chapter xv. to end). Raising of Lazarus. Parable of the Good Samaritan.	The Lord's Prayer. Ten Commandments. St. Matthew v., 1 to 12. Hebrews xi., 1 to 7.
SECOND: Composed of the Upper Classes of the School.	As above in fuller detail. Story of Ruth.	ST. MATTHEW'S GOSPEL— Chapter xv. to the end.	As above and the whole of the Eleventh Chapter of Hebrews.

* Teachers are not restricted to the use of this Scheme. They may, if they desire to do so, prepare for the sanction of the Inspector a similar syllabus. Until a substituted syllabus has been approved, however, this one is to be followed.

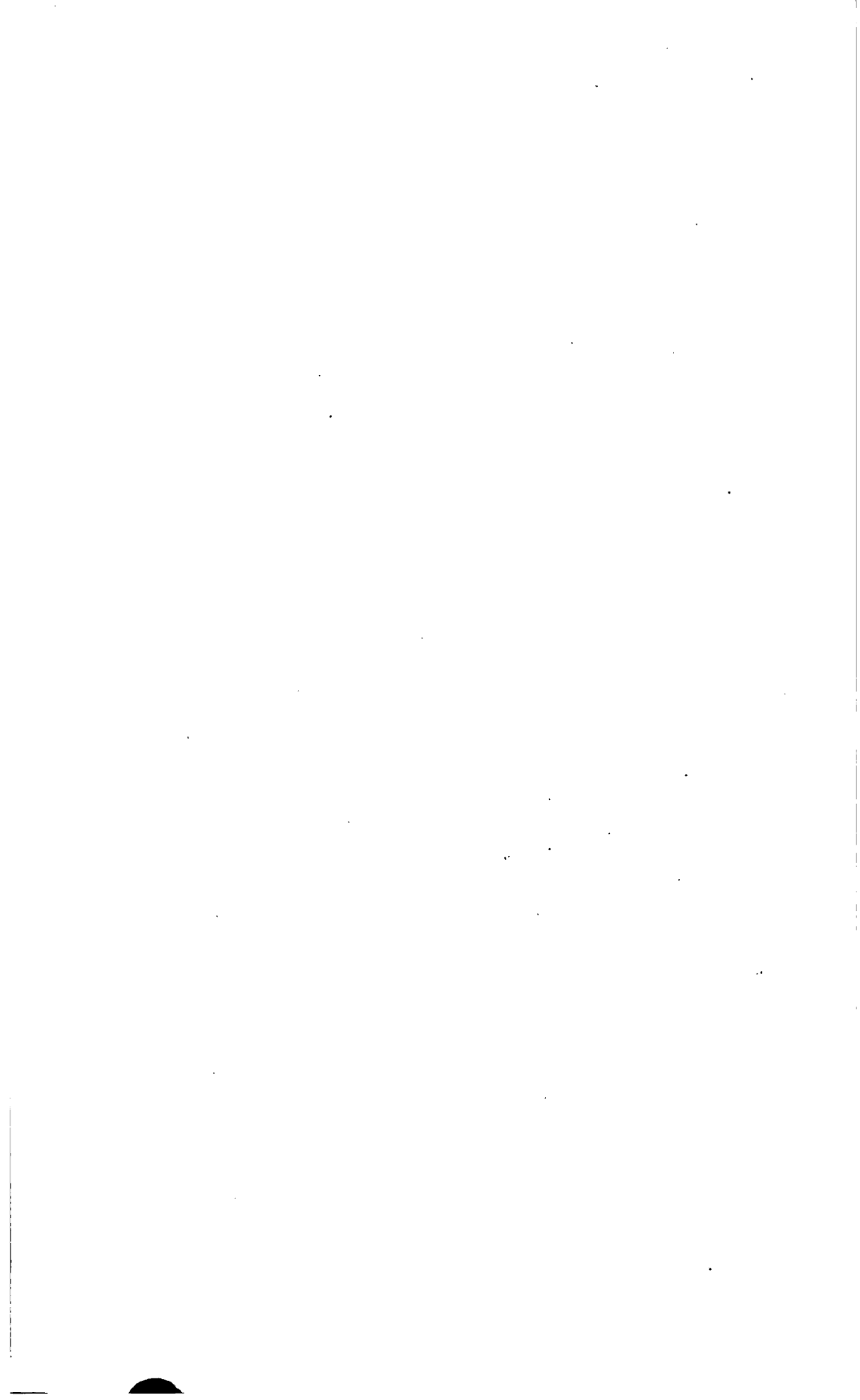
9th January, 1901.

APPENDIX I.
STATEMENT OF THE EXPENDITURE OF THE BOARD OF EDUCATION FOR THE
YEARS 1882, 1887, 1892, AND 1897—1900.

Year.	GRANTS.			Books, Maps, Stationery, &c., &c.	Furniture.	Office.	Grants for Repairs to School Houses.	Sundries.	Total.	Unexpended Balances that have lapsed into the Treasury.
	Teachers.	Assistants, and Monitors.	Parish Vestries.							
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1882	919 10 11	60 0 0	71 16 5	96 6 7	40 16 6	19 3 0	22 19 1	1 3 5	1,231 15 11	73 13 4
1887	1,025 19 1	84 10 0	113 2 10	113 7 7	22 11 11	15 6 6	23 11 6	1 9 8	1,399 19 1	11
1892	1,011 0 8	103 0 0	144 9 6	100 14 5	15 0 0	15 12 0	13 16 3	5 11 10	1,409 4 8	17 7
1897	1,157 13 5	141 8 4	149 10 3	106 11 4	11 0 6	16 0 0	13 11 7	4 2 10	1,599 18 3	1 9
1898	1,168 14 11	147 3 4	124 11 0	129 3 10	12 12 6	7 18 6	3 4 6	5 17 5	1,599 6 0	14 0
1899	1,185 3 3	151 0 0	116 3 3	125 19 8	15 9 4	Nil.	3 12 1	2 7 10	1,599 15 5	4 7
1900	1,185 3 4	140 10 0	131 16 6	116 10 1	20 10 2	Nil.	2 12 10	2 16 11	1,599 19 10	2

GRANTS—34 years (1st January 1880 to 30th June 1883) at £1,200 = £ 4,200
 12½ years (1st July 1883 to 31st December 1886) at 1,400 = 17,500
 5 years (1st January 1886 to 31st December 1900) at 1,600 = 8,000

EXPENDITURE.—During twenty-one years (1880 to 1900).
 Unexpended balances . . . £29,438 5 11
 £29,700 0 0



THE SYSTEM OF EDUCATION IN BRITISH HONDURAS.

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THE SYSTEM OF EDUCATION IN BRITISH HONDURAS.*

I. EARLY HISTORY.

The history of education in the colony of British Honduras dates from the year 1816, about thirty-two years after the date of the formal cession of the Colony, then called the Settlement, to Great Britain by the Crown of Spain.

In the year 1816 the Honduras Free School was established. This school was supported by voluntary subscription among the inhabitants of the settlement, aided by an allowance from the Public Funds. It was managed by a Committee consisting of His Majesty's Superintendent and the seven Magistrates for the time being—who were styled the Governors, the Churchwardens, and all subscribers of £10 annually. In character it was denominational, in connection with the Church of England, then the established church of the settlement. Children were admitted by a ticket from any of the governors. The school was purely elementary—reading, writing and arithmetic being the subjects taught. The greater share of the expenses seems to have been borne by the Government, who also made special provision for the tuition of the children of the soldiers stationed in the Colony and of pensioners' children. It is noteworthy that from the earliest date to the present time education, both elementary and secondary, has always been associated with the several Churches of the Colony.

Honduras
Free School,
Establish-
ment of,
1816.

From the year 1816 till 1850 educational efforts were limited to the settled population located at the mouth of the Belize River, notwithstanding that the boundaries of the Colony extended from the Rio Hondo on the north to the Sarstoon River on the south, a distance of 250 miles by coastline.

For twelve years after its establishment the Honduras Free School seems to have been the only school in the settlement; but in the official records for the year 1828 mention is made of mission schools in connection with the Wesleyan and Baptist Churches—these were apparently of a purely religious character—and two private schools. These schools received no Government aid.

First Private
Schools.

The number of pupils on roll in the Honduras Free School for the year 1828 is stated to have been 116, and the population numbered 4,160. It is probable, however, that the school was only attended by the children of free persons, who were numbered at 1,760.

In the year 1836 the number of private schools had increased to five; of what character they were is not stated, but it is to be presumed that they were elementary.

At the beginning of the year 1850, in the month of February, an "Act to provide for additional schools for the benefit of every

Education
Act of 1850.

* Reports on Elementary Education in British Honduras can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London. S.W.

Denomination of Christians in the settlement of British Honduras, and to make certain regulations for the government of such schools and of the Honduras Grammar School (identical with the Honduras Free School)" was passed. By this Act a Board of Education, consisting of five members, was established, and to this Board was intrusted the "control and management of all schools maintained at the public expense."

Government
Grants for
Education.

The Honduras Free Schools* (Boys' and Girls') were now wholly supported from the public funds, and might rightly be considered as Government institutions, though in connection with the Church of England; the teachers were paid fixed salaries at the rates of £200 for the Headmaster and £100 for his Assistant, and £90 for the Headmistress and £45 for her Assistant. Other schools were paid grants at the rate of twelve shillings per annum for each pupil in average daily attendance, and were supplied with books, maps and other school material from the Education Vote; an allowance for the rent of school buildings, not to exceed £25 per annum, was also made. The sum of £1,000 (\$5,000) per annum was placed at the disposal of the Board to be devoted exclusively to educational purposes.

Condition of
Education,
1850-1855.

In Belize there were now five Denominational Public Schools, with an attendance of 516 pupils; two of these were attached to the Wesleyan and one to the Baptist Church; the Baptists, however, refused to accept aid for their school from the Education Vote, and continued in this position of independence till the year 1868. The reasons given, in 1867, by Mr. Alexander Henderson, Baptist Minister, were: that they (the Baptists) found the mode of Government support out of their reach, the state of the law requiring schools to stand in connection with the various religious sects; and that they greatly preferred that Government should sustain secular education only, leaving religion to Sunday Schools. With the addition of the attendance at three private schools noted in the records for 1850, the total number of children under tuition in Belize was about 600. The population of the town is stated to have been 4,000. Two schools were also established outside of the Belize district, one in the north of the Colony, at Corosal, in connection with the Roman Catholic Church, and one to the south of Belize, at the town of Mullins River, in connection with the Wesleyan body. Their total attendance only numbered sixty-three.

The population of the Colony now numbered from 10,000 to 12,000, but the majority would in all probability be logwood and mahogany cutters and their families, living far from centres convenient for the establishing of schools. Then, as now, the fact that the occupation of wood-cutting necessitates constant migration from one locality to another on the part of those engaged in it hampered to a considerable extent the spread of education in the Colony.

1853.

The following remarks by the Chairman of the Board of Education in 1853 are interesting:—

* See footnote on p. 171 below.

The education afforded at these schools (Public) is merely elementary, viz.,

Reading, confined to the Bible, History, Natural History, and some amusing tales.

Writing, which is accomplished fairly.

Arithmetic: few attain beyond the first four rules.

Geography.

The age at which a child may be admitted is six years, and the scholars usually leave school when they attain thirteen or fifteen years.

The attendance is very irregular, dependent on the caprice of the children which the apathy of parents refuses to combat. Consequently the progress is slow and proficiency is never attained.

The teachers are none of them regularly trained—their duties are inefficiently performed—there is no emulation, but very great want of energy and of interest in their occupation, and the community generally is very indifferent to the cause of education

The remarks as to irregularity of attendance of pupils and its causes, and to the want of training of teachers are still applicable. The system of teaching up to this date, and for some years after, was "Monitorial."

In the year 1855 the public schools in Belize had increased to seven with an attendance of 700, and the settled population of the town was estimated at 4,500. The school expenditure was £1,004 (\$5,020). In this year the Education Act was amended. The number of members of the Board was increased to seven, and the Superintendent of the Colony (officer administering the Government) and the members of the Executive Council were constituted Governors and Visitors of the schools. These Governors also acted as arbitrators in the case of any disagreement between the Board and the ministers of religion who were the managers of the schools. Provision was made for the establishment of an Infant Free School and for the appointment of trained teachers from Great Britain for the Infant School and for the Boys' and Girls' Free Schools. Provision was also made for the introduction of mechanical and industrial teaching into the schools. School fees began to be charged. The salaries of the teachers of the Honduras Free Schools were fixed at £250 per annum for the head teacher of the Boys' School and £120 for each of the Headmistresses of the Girls' and Infants' Schools. The Headmaster of the Boys' Free School was Inspector of the other Church of England Schools, and assisted in the annual examination of the schools of other denominations.

Amendment
of Education
Act in 1855.

The introduction of trained teachers from Great Britain does not appear to have been attended with success as far as the advancement of education was concerned; for in the year 1863 those sections of previous Acts requiring the appointment of such trained

teachers were repealed, as such appointments "had been attended with great expense and much disappointment."

Regulations
of 1868.

In the year 1868 the powers of the Board of Education were transferred to the Executive Council of the Colony, and the Board ceased to exist. The Free Schools as Government Institutions were abolished, and, under the regulations passed by the Council, teachers of schools having an average daily attendance of twenty-five pupils or upwards, and of whose competency to teach the Council was satisfied, were paid a monthly grant of 2s. per head for children in average attendance not less than seven years of age, and 1s. 6d. per head for infants under seven and not less than three years of age. The population of the Colony had now increased to 25,000; the number of children on the school attendance rolls reached 1,100, the average attendance being 784.

School
Attendance
affected by
Fire of 1863.

It might be well to note here that a fire occurred in 1863 which destroyed a large portion of the town, including school buildings. The population was, for some time, dispersed to a considerable extent; and the school attendance, which had reached 1,200, was very much affected.

Regulations
of 1877.

In the year 1877 Regulations for the guidance of schools receiving Government aid were made by the Executive Council. These Regulations provided for the examination of Candidates for Teachers' Certificates of the First and Second Class; for the payment of monthly grants to teachers of schools having an average attendance of twenty-five pupils and upwards at the following rates:—

First Class Teachers—For Adult Children, 50 cents per head.
For Infants, 25 cents per head.

Second Class Teachers—Twenty-five cents per head.

The grant-in-aid on school attendances was increased by a bonus to teachers on the results of the annual examination of their schools at rates ranging from 25 cents per head for passes in Standard I., to \$1.00 for every pass in Standard IV. (the highest Standard). The payment of grants, however, depended upon the ability of the school to raise a sufficient sum from school fees and other sources. The proportion of this sum to the Government grant was fixed at not less than one-fourth. The school age commenced at three years and ended at fifteen. The schools were required to be open for at least eighteen days in every month.

The subjects of instruction were:—

Reading, Spelling, Writing—on slate, copybook and from dictation.

Arithmetic—slate and mental.

Grammar, Geography, Outlines of History.

Needlework for Girls.

The highest standard of attainment was very much the same as it is now, with the exception of Analysis in Grammar, which did not go beyond simple sentences.

Prizes were offered for regular attendance and for good behaviour.

The first Inspector of Schools, the Reverend John Jackson, First Inspector of Schools appointed, 1879. was appointed in July, 1879, but a separate Educational Department was not established till the year 1891. Up to that year the official work formed part of the duties of the Colonial Secretary's Office. In 1877 there were fourteen schools with a total number of 1,762 pupils on roll and 1,057 pupils in average attendance. The Government expenditure was £1,056 6s. 9d. (\$5,281.50). In 1891 the schools increased to thirty-five, with 2,994 pupils on roll and 2,013 in average attendance; the population numbered 31,471, and the Government expenditure was \$14,674.70 (Sols).Condition of Education, 1891.*

There were nine schools in Belize, the rest being in the out-districts. With the exception of those established in towns or large villages with a settled population, the carrying on of schools in the out-districts—on the river banks or in the vicinity of logwood or mahogany works—has usually been attended with failure, by reason of the migratory character of the population. The greater number of such schools have had to be abandoned.

Before proceeding further it might be well to notice the language difficulty, which is another hindrance to the satisfactory progress of education in the Colony. In the Northern and far Western Districts the languages of the majority of the people are Spanish and Maya—the latter a dialect of the Central American Indian. In the Southern Districts the Carib language predominates; there is also a fairly large Spanish element. English (chiefly Creole), though not entirely excluded from those localities, is more generally spoken in the Central Districts of the Colony. It is not easy to get persons competent to conduct a school who are proficient in any of the foreign tongues mentioned above as well as in English. The English tongue, then, is usually the only medium through which the ordinary course of instruction can be conducted, and, if the majority of the school children happen to be ignorant of that language, learning is to them a very great difficulty.The language difficulty.

II. PRESENT SYSTEM.

A. PRIMARY EDUCATION.

In the year 1892 an Ordinance to amend the Law “relating to the promotion of Education” was passed, and during the following year a Code of Rules was drafted. This Code came into operation in January, 1894. (See Appendices A. and B.)Ordinance of 1892 and Code of Rules, 1894.

By the Ordinance a Central Board of Education, consisting of the Governor, who is the President of the Board, the Members of the Executive Council, and five other members appointed by the Central Board of Education.

* Currency from 1887-1894, that of Central America (Silver Standard—Sols). In 1887 the Sol was valued at \$6.49 to £1 sterling; in 1893 it had depreciated to \$9.50 to the £1 sterling. The American Gold Standard was adopted in October, 1894.

District
Boards of
Education.

Governor, was established. The five other members are ministers of religion who represent the various denominations; they are also the General Managers of the schools. In Section 7 of the Ordinance the appointment of District Boards of Education is provided for; but they have never been established, and any duties which would have devolved on them are performed by the District Magistrates. The powers and duties of the Board of Education are defined in Section 9 of the Ordinance; they include:

The making, altering and revoking of rules for regulating applications for the allowance of grants in aid of schools and training institutions, for fixing the rates of such grants, with regard to the examination of schools, the employment of teachers and pupil teachers, and the granting of certificates, with regard to the duties of educational officers appointed under the Ordinance, etc.

Managers.

Section 13 of the Ordinance requires that the property and management of the schools be vested in Managers, having power to appoint and dismiss the teachers, and responsible for payment of the teachers' salaries and of all other expenses of the schools. In brief, the elementary schools of the Colony are almost all denominational, being under the direct management and control of the several Churches. Most of the schools receive aid from the Government in the forms (1) of a capitation grant on their average monthly attendance, (2) of grants on account of pupil teachers employed under the Board rules, (3) of needlework grants to schools in out-districts, and (4) of bonuses on examination results. The disbursement of the amount annually voted by the Government for education is controlled by the Education Board. These grants are paid under Rules 42-52 of the Code. (See Appendix B.)

Grants.

Inspector
of Schools.

The whole work of administration devolves upon the Inspector of Schools, who also acts as Secretary to the Board of Education. All grants are paid through his department after they have been approved by the Board, and all correspondence between the Board and the School Managers and others is carried on through him; he visits all aided schools for the purposes of inspection and examination—each school is subjected to a thorough, individual examination annually. It is also the duty of the Inspector of Schools to hold two examinations annually for persons desirous of obtaining teachers' certificates, and to examine pupil-teachers once annually. He also conducts the competitive examinations for Government Copyists. He prepares all reports and statistics concerning education that are required for Government Returns and for the information of the Board of Education.

Number of
Aided
Schools.

The number of Aided Schools is not large—there are thirty-six at present—but they are scattered over a large extent of territory, and most of them can only be reached by sailing boats or on horse-back. Travelling through the Colony is slow and tedious and frequently attended with much discomfort and personal risk.

The staff of the Education Department consists of the Inspector of Schools and a Copyist to assist in the clerical work. The Inspector of Schools is appointed by the Governor, subject to the approval of the Secretary of State for the Colonies. The Department forms part of the Civil Establishment of the Colony, and the cost of upkeep is about \$1,800.00 per annum; in this amount are included the salaries of the staff and the Inspector's travelling expenses. Staff of
Education
Department.

The Government expenditure for education was in 1891 \$14,674.70 Sols.* or £2,261 2s. 6d. sterling; in 1897 it reached \$16,116.75 gold* or £3,316 4s. 1d.; in 1901 it was \$13,877.21 or £2,855 7s. 10d. The decrease in the last year mentioned is due to a reduction of \$2,500 dols. made in the Vote for School Grants from the beginning of the year 1899. Government
Expenditure
for Educa-
tion.

The amount for 1901 was expended in the following manner:—

Grants to Elementary Schools:

On their average daily attendance	-	\$10,748.83	
For Pupil Teachers	- - -	1,197.95	
For Needlework	- - -	102.68	
			\$12,049.46
Scholarship Grants	- - - -		215.00
Salaries of Education Department	- -		1,224.00
Travelling Expenses	- - - -		377.70
Incidentals	- - - -		11.05
			\$13,877.21

Grants on examination results to the amount of \$493.25 were also earned during the year; but they will be included in the expenditure for 1902.

The Scholarship grants mentioned in the preceding paragraph ceased at the end of the year 1901; they were paid to boys and girls from the elementary schools who were successful at a competitive examination, to enable them to obtain a higher education by attending any Secondary School approved by the Board of Education. The number of scholarship holders is limited to eight, the term of tuition four years, and the annual grant to each \$60.00. The terms of the two last holders of scholarships expired in December, and it has been decided that these scholarships cease. This is owing to the fact that the reduced vote for grants is not large enough to pay the sums earned in the elementary schools and these scholarships. Scholarship
Grants.

There are no endowed schools in the Colony. School fees are payable; but the amount collected annually is not large, and has been on the decrease since the year 1896, as is seen in the following School Fees.

* See footnote page 141 above.

table; unfortunately the average attendance of pupils also shows a continual decrease* :—

Year.	Average Daily Attendance.	School Fees Collected.	Average Payment per Head.
		\$	\$
1896	2592	3002.17	1.16
1897	2705	2880.97	1.06
1898	2606	2793.35	1.07
1899	2491	2479.49	0.99
1900	2383	2312.53	0.97
1901	2328	2155.90	0.92

The fees charged are five cents per week. Their collection by the teachers is attended with some difficulty; for if the slightest pressure is brought to bear upon some parents who may be backward in paying, their children are removed from the school of the offending teacher and sent to another. There is nothing in the present Ordinance and Code to prevent this. The largest amounts are collected in Church of England and Wesleyan Schools.

Contributions of the Churches.

The Churches' share of expenses is represented in the school buildings, all of which they own. During the last five years some of the buildings have been enlarged, and new ones built—two being in Belize. There is provision made in the Code of Regulations for building grants, but the amount of money at the disposal of the Board has never been sufficient for any payments under this head; at least, not since the adoption of the Code in 1894. The Managers also provide all necessary furniture and apparatus and, when necessary, procure money from any available sources to supplement the amounts collected from grants and school fees for the payment of the teachers' salaries. In many of the schools, however, the grants earned and fees collected are sufficient for the payment of all salaries; and, in a few cases, the expenses of furniture are also met from the same sources.

Total cost of Elementary Education.

The total amount contributed by the churches in 1901 is represented at \$8,470.72; this includes the annual rental value of the school buildings, estimated at \$5,985.00, and \$2,485.72 moneys actually disbursed. The total cost of Elementary Education in 1901 was, therefore, \$24,288.83 (£4,997 14s.). The cost per head on the daily average attendance was \$10.43. per annum, the Government's share being \$5.96.

Number of children of school age. Education not compulsory.

The population of the Colony is, according to the census of 1901, 37,479; the number of children of school age (5 to 16) can be estimated at 9,000. But not half of this number attend school. Some reasons are given in earlier paragraphs of this report. Education is not compulsory.

Statistics of Attendance, 1891-1901.

The following table shows the number of aided schools, the number of children on roll and in daily average attendance, etc., for the last eleven years :—

*More recent figures show that the attendance is now improving, and the percentage of average attendance for 1902 is higher than for any other year during the last quinquennial period.

Year.	Number of Schools.	Number of Pupils on Roll.	Number of pupils in daily average attendance.	Population.	Percentage of Pupils on Roll to Population.
1891	35	2,994	2,013	31,471	9·5
1892	42	3,382	2,168	31,471	10·7
1893	41	3,172	2,162	31,371	10·1
1894	44	3,223	2,250	32,899	9·8
1895	51	3,802	2,696	33,353	11·4
1896	46	3,567	2,592	33,811	10·6
1897	49	3,693	2,705	34,277	10·7
1898	45	3,728	2,606	34,747	10·7
1899	42	3,547	2,491	35,226	10·0
1900	38	3,391	2,383	36,998	9·2
1901	36	3,423	2,328	37,479	9·1

The fact that the school age was raised from "3-15" in 1891 to "5-16" in 1899 may have affected the attendance; but this would be to a very slight extent. The reduction of the Grant in 1899 is responsible in some measure for the reduction in the number of schools and, consequently, for the non-increase in school attendance. Tabulated by districts, the pupils on roll and in average attendance, the population, etc., show as follows:—

District.	Number of Schools.	Number of Pupils on Roll	Number of Pupils in daily average attendance.	Population (according to Census 1901).	Percentage of Pupils on Roll to Population.
Northern :					
Corozal... ..	5	323	224	5,964	5·4
Orange Walk ...	4	363	272	6,550	5·5
Central :					
Belize	15	1,922	1,270	13,771	13·9
Western :					
Cayo	1	42	25	2,858	1·5
Southern :					
Stann Creek	6	460	333	4,059	11·3
Toledo	5	313	204	4,277	7·3
	36	3,423	2,328	37,479	9·1

In the town of Belize there are ten schools with 1,653 pupils on roll and 1,069 in average daily attendance. As the population of this town is 9,113, the percentage of school children to the population is 18·1.

There are a few private elementary schools, with a total roll of about 200 children and 150 in average attendance—these figures are for the year 1900. One of them, in Belize, is in connection

Private
Elementary
Schools,
attendance
at.

with the African Methodist Episcopal Zion Church; another, in Stann Creek, is in connection with the Church of England, and a third is in connection with the Roman Catholic Church; these are private in so far as they receive no Government aid.

Select and
Secondary
Schools,
attendance
at.

In the Select and Secondary Schools, none of which receive Government support, there is a total enrolment of about 300 pupils, with 250 in daily average attendance. The total number of children on roll in schools of all grades is therefore about 3,923, 10·4 per cent. of the population, and the total average attendance about 2,728.

Teachers.
Pupil
Teachers.

There are no Training Institutions for Teachers established in the Colony. This renders the procuring of efficient native teachers a great difficulty. The pupil teacher system was introduced with the current code (Education Rules) in 1894, with the intention of meeting this difficulty; but up to the present time it has not been productive of very satisfactory results. This is due to inefficient methods of training. In some schools the original object for the introduction of the system was not kept in view, and the pupil teachers were employed in the capacity rather of assistants to the principal teacher. It will easily be understood that in a large school in charge of one certificated teacher assisted by four or five pupil teachers, little or no supervision can be exercised over their work for purposes of criticism and correction; and at the expiration of their term of engagement most of them are as unfitted for school teaching as when they commenced.

Pupil teachers are engaged for a term of three years, being selected from the elder scholars in Standards V. and VI. of the schools in which they are engaged. They are required to attend an annual examination, and, if they pass that for the third year, are granted Second Class Teachers' Certificates. They are paid a small salary, usually consisting of the grants allowed by the Board of Education to the school in which they are employed. These grants are:—

For pupil teachers during their first	
year of engagement - - - -	\$36 per annum.
For pupil teachers during their second	
year of engagement - - - -	\$48 per annum.
For pupil teachers during their third	
year of engagement - - - -	\$60 per annum.

The increased grants for the second and third year are only given if the pupil teachers pass the examination for the first and second year respectively. Pupil teachers who have completed their three years' service, and have passed their examinations, may be re-engaged for a further term of two years.

The average number of pupil teachers employed during the last three years was about thirty, both sexes being in equal proportion; the majority are employed in the Belize schools. Since the introduction of the system, six pupil teachers—five males and

one female—qualified for Second Class Certificates, and one for a First Class Certificate. The latter is now in charge of one of the Belize Boys' Schools; four of the former are employed as assistant teachers.

Besides native teachers and a few teachers from the West Indies—chiefly Jamaica—there are to be found conducting the Elementary Schools priests and Brothers of the Society of Jesus, Sisters of Roman Catholic religious orders from the United States, and clergymen of the Church of England, Wesleyan, and other denominations. In the country districts, the Church of England, Wesleyan, and Baptist teachers also do mission work in connection with their respective Churches.

At present there are sixty teachers employed in the schools, fifty-two of whom hold certificates. The proportion of men to women teachers is thirty-four to twenty-six.

The rates of salaries to teachers vary according to the resources of the several Churches with which the schools are connected. As a general rule, those in charge of Wesleyan and Church of England schools get fixed salaries of from \$20 to \$40 per month, and, in places outside of Belize, a dwelling-house; the higher salaries are paid in town schools. There are no Presbyterian schools. The teachers of schools in connection with the Roman Catholic and Baptist Churches get the Government Grant and school fees. The schools conducted by the Religious Sisters are assured a monthly fixed sum, and should this sum not be reached by the Grant and school fees the difference is made up from other sources.

The scale of rates at which grants are paid to the schools by the Board of Education is based upon the class of certificates held by the teachers in charge. These are :—

Honorary, usually granted to clergymen and members of Religious Orders in charge of schools, who rank as First Class, and to persons holding Imperial or Colonial Government certificates as teachers without the colony.

First and Second Class, obtained by examination within the colony.

Provisional, granted by the Board for a period of six months, subject to further extension, to persons who are thought competent to conduct schools. Persons who hold provisional certificates, which may either be first or second class, are expected to attend an examination and obtain a regular certificate.

The teachers in charge of schools in which pupil teachers are engaged under the Board Rules are paid an instruction grant of \$1.50 per month for every pupil teacher so engaged, such instruction being given out of the regular school hours. It is laid down in the Rules that there should be four hours of instruction given to pupil-teachers weekly. To schools outside of Belize there is granted by the Board a monthly payment of \$1.50 when there is a needlework class formed and sewing is taught. The

class must consist of not less than six pupils in monthly average attendance.

Appointment and dismissal of Teachers. The Managers appoint and dismiss the teachers. As the Board of Education holds the purse-strings and the examinations for Teachers' Certificates are held under the Board Rules, all appointments are subject to its approval; with the dismissing of teachers the Board does not interfere, except in such cases where, owing to breach of the Rules or proved charges of immorality, the teacher's certificate is cancelled. This practically means dismissal. There are no arrangements for pensions for teachers.

Subjects of instruction. The subjects of instruction in elementary schools and the standards are defined in Appendix B. There is no age limit for the several standards. There are other subjects mentioned in the Code, freehand drawing and industrial subjects; but these, with the exception of needlework, are not just now included in the Schedule. In some schools the girls are taught crochet and other fancy work.

Annual Competitive Exhibition of School Work. There was inaugurated in the year 1892 an Annual Competitive Exhibition of School Work, held in the month of December, for which there was a special vote of \$250. The last exhibition was held in the year 1897, since when it has been abandoned. That the exhibition was productive of some good is undeniable, but it entailed considerable extra work on the teachers; besides, it was difficult to have the rules strictly adhered to, and there were complaints that the work exhibited was not in every case the result of the unaided efforts of the exhibitor.

Agricultural Instruction, Singing, Drill. The introduction of agricultural teaching into the schools has lately been receiving some attention; but no practical steps have yet been taken. Singing, drill and physical exercises are practised; but they are not taught regularly, and only in connection with the schools' exhibitions usually given during the Christmas holidays or at some other convenient time.

Church Lads' Brigades. In 1897 Church Lads' Brigades were organised in connection with the Church of England and Wesleyan denominations; but they lasted only for a time. This is to be regretted, for they were productive of excellent effect in the general tone and discipline of the schools attended by members of these organisations.

School Hours. The school hours are from 9.30 a.m. to 2.30 p.m., with a half-hour intermission from 12 to 12.30. There are no continuation schools or classes in existence. The rules require that religious instruction be given at certain hours only—from 9.30 to 10, or from 11.30 to 12—the rest of the school time being devoted to secular instruction. There is in the Education Ordinance a conscience clause—Sub-section 6 of Section 13—which requires that no child shall receive or be present at any religious instruction to which the parent or guardian of such child objects.

Religious Instruction.

B. SECONDARY EDUCATION.

All Secondary Education is in the hands of the denominations

It would appear that an attempt to introduce Secondary Education into the Colony was first made in the year 1845, when the Honduras Free School was made a Grammar School and clergymen of the Church of England were appointed as head-masters; but this was abandoned in 1856.

In the Blue Book for 1866 there is a note with reference to a private school conducted by one Mr. Dunbar, "that this was the only school in which Latin was taught." The Wesleyans established a High School in the year 1882; but from want of proper support, I presume, it was not continued after 1894. In the Blue Book for 1892 mention is made of four High Schools.

At present the most flourishing institution is the St. John Berchman's College, established in the year 1896 and conducted by the Jesuit Fathers. Its teaching staff is recruited from members of the Order engaged in teaching in the United States. Its course of study is extensive, embracing the Ancient Classics, Mathematics, Commercial Law and all the usual branches of a complete education. There is attached to the College a Museum of Natural History. A well-appointed gymnasium affords healthy recreation for the pupils. The number of pupils on roll for 1901 was eighty-nine, with an average attendance of seventy-one. The Church of England Diocesan College for Boys is a small school with eighteen pupils on roll and fifteen in average daily attendance—these figures are for 1900. The staff is necessarily small, being limited to one master. The course of study is extensive; shorthand has recently been added. This school was first established in 1897. The St. Catherine's Academy for Girls, established in 1883, is conducted by the Sisters of Mercy (a Roman Catholic Order from the United States). The number of pupils on roll in 1901 was eighty-five, and the average attendance seventy-five. It is evident that this school has been doing very good work, from the fact that it has survived the long period of eighteen years. The Church of England Girls' High School was established in 1897. There were in 1901 thirty pupils on roll and twenty-seven in average daily attendance. A Kindergarten Department was added in 1900. The staff consists of the headmistress and an assistant.

St. John
Berchman's
College.

Other
Schools in
Belize.

These schools and two others—with small attendances and not connected with any Church—are in the town of Belize. A Select School has also been established at Corosal in the Northern District, and another in the Southern District, at Stann Creek; both in connection with the Roman Catholic Church. Their attendances are small. None of these schools receive support from Government Funds; and, with the exception of those attended by scholarship-holders, which were subject to annual inspection, they are in no way under State control.

Select
Schools at
Corosal and
Stann Creek.

[The total enrolment and average attendance in the select and secondary schools has been mentioned above.]

They are supported by the school fees collected, and by private subscriptions, and, in some cases, by grants from societies outside the Colony.

C. TECHNICAL EDUCATION.

Technical
Education.

There are no arrangements for technical instruction. Commercial instruction is given at the St. John's College. The establishing of a Botanical Station in some convenient and suitable place for the purpose of affording to persons interested in Agriculture some means of obtaining practical information on this subject has been for some time in contemplation. There is a small station in Belize, but it does not meet the object in view.

There are no reformatories, nor is there any provision made for instruction of the blind, deaf and dumb, or for defective children.

III. CONCLUSION.

There is a uniform system of elementary education throughout the Colony; it is permitted to schools attended by children who speak a foreign tongue that they be instructed in that tongue; but it is required that the children should be specially taught to speak English. It is seldom, however, for reasons already given, that advantage can be taken of this rule and instruction imparted to the children in their own tongue.

A. BARROW DILLON,

Inspector of Schools

April, 1902,

APPENDIX A.

THE EDUCATION ORDINANCE, 1892.

AN ORDINANCE TO AMEND THE LAW RELATING TO THE PROMOTION OF EDUCATION. No. 25. 1892.

Be it enacted by the Governor of British Honduras, with the advice and consent of the Legislative Council thereof :—

1. From and after the coming into operation of this Ordinance, Chapter Repeal. 100 of "The Consolidated Laws" and all Rules made thereunder, as also all Rules made under xxxi. Vic: Chapter x, shall be no longer of any force,
2. In this Ordinance, except when and in so far as something in the Definitions. subject or the context requires some different connotation and meaning :
 - "Inspector" means the Inspector of Schools for the time being or who may be appointed under this Ordinance ;
 - "Sub-Inspector" means Sub-Inspector of Schools who may be appointed under this Ordinance ;
 - "The Board" means the Board of Education established by this Ordinance ;
 - "District Board" means any District Board of Education that may be appointed under this Ordinance ;
 - "Board Rules" means rules made under this Ordinance for the time being in force ;
 - "Managers" includes trustees and governing body, whether consisting of several persons or only one, and their respective representatives under the Board Rules ;
 - "School" means private school, that is to say, school which is not under the entire control of the Government in the Colony ;
 - "Assisted School" means school assisted under this Ordinance and the Board Rules ;
 - "Infant School" means school, or department of a school, at or in which the highest standard of Education is not so high as is requisite for the lowest standard of examination fixed for primary schools by the Board Rules ;
 - "Primary School" means school, or department of a school, at or in which the highest standard of Education of the highest class is higher than is requisite for the highest standard of examination fixed for infant schools by the Board Rules, and not higher than is requisite for the lowest standard of examination fixed for secondary schools by the Board Rules ;
 - "Secondary School" means school, or department of a school, at or in which the standard of education of the highest class is higher than is requisite for the highest standard of examination fixed for primary schools by the Board Rules ;
 - "Industrial School" means school at or in which all the pupils, or a proportion of them fixed by the Board Rules, devote not less than ten hours a week to manual labour, that is to say, to some handicraft, manufacturing process or agricultural work, or in the case of females, to domestic economy on a plan approved by the Board ;
 - "Training Institution" means college, school or institution in the Colony or in any British West Indian Colony or elsewhere within Her Majesty's dominions, not being a college, school or institution under the entire control of the Government of this Colony, at which teachers are especially trained ; and

"Town" means any place in the Colony which is declared or may be declared to be a town within the meaning of this Ordinance and the Board Rules.

Educational Officers. 3. It shall be lawful for the Governor to appoint an Inspector of Schools for the Colony and also a Sub-Inspector of Schools, and such other educational officers as may be requisite for the purposes of this Ordinance and the Board Rules, or for any of them respectively.

Board of Education. 4. There shall be a Board of Education for the Colony, which Board shall consist of the Governor, the members of the Executive Council and such other persons, not exceeding five in number, as the Governor shall appoint in that behalf. Every appointment of a member of the Board by the Governor shall be for a period of not more than three years.

Meetings of Board. 5. The Board shall meet, at the least, once a month and further as often as the Governor shall think fit to convene it. The Governor shall be President of the Board and, in his absence, the senior member present shall preside. Five members of the Board, two of whom shall be members of the Executive Council, shall form a quorum. When the opinions of the members of the Board present at a meeting are equally divided the President, in addition to his vote as a member, shall have a casting vote.

Provisional Appointments to Board. 6. The Governor may appoint one or more persons to act provisionally as member or members of the Board, in case at any time the member or members, appointed under Section 4 of the Ordinance, present in the Capital and capable of acting in the discharge of their duties, shall be less than five. Any such appointment, or, as the case may be, the last in date of such appointment shall *ipso facto* expire wherever by its continuance the number of appointed members present in Belize and capable of acting in the discharge of their duties would be raised above the number of five.

District Boards. 7. It shall be lawful for the Governor to appoint District Boards of Education and to define the area within which such Boards may act, as well as to dissolve such District Boards at such places as he may consider desirable. The members of such District Boards shall not exceed five in number, of whom the District Magistrate of any such district shall be one, and shall be President thereof. Three members shall form a quorum at any meeting of any such District Board. In any District in which the Governor shall not have considered it desirable to appoint a District Board of Education, the District Magistrate of any such District shall perform all the duties which would have devolved on the District Board of Education if any such Board had been appointed.

Aid to schools and training institutions. 8. Subject to the provisions of this Ordinance and of the Board Rules, it shall be lawful for the Board, with and out of the moneys provided by the Legislature, first, to assist schools and training institutions and, secondly, to institute scholarships for the purposes mentioned in the 21st Section of this Ordinance.

Board to make Rules. 9. The Board may, subject to the provisions of this Ordinance, from time to time make, alter and revoke rules for regulating applications for the allowance of grants in aid of schools, for fixing the rates of such grants, with regard to the examination of schools to be assisted under this Ordinance and the Board Rules and of the persons to be employed as teachers at such schools, with regard to the granting certificates of competency to such persons, with regard to the employment and examination of pupil teachers, with regard to books of the nature of records, including account books, to be kept at assisted schools and the statistics, including accounts, to be furnished to it by the managers and teachers of such schools, with regard to grants in aid of training institutions, with regard to the duties of educational officers appointed under this Ordinance and generally not only as is in this Ordinance expressly provided, but all such other rules as it shall deem necessary for giving effect to the provisions of this Ordinance.

Such Rules on being approved by the Governor shall have the same effect as if they were contained in this Ordinance.

10. It shall be the duty of District Boards :

Duties of District Boards.

- (1.) To pay periodical visits of inspection to the assisted schools comprised within the limits of their Districts and to furnish the Board of Education with the particulars of such visits on the form prescribed.
- (2.) To advise the Board of Education on applications for establishing new schools in their districts.
- (3.) Generally to report to the Board all such matters which it may be desirable for the Board to know in order to effectually carry out the provisions of the Ordinance and the Board Rules and thus further the cause of Education.

11. It shall be lawful for the Governor in Council, on the recommendation of the Board, from time to time to declare any place within the Colony to be a "town" within the meaning of this Ordinance and the Board Rules, and to define the limits and area of any such town.

Towns to be declared.

12. No assistance shall be given to any school under this Ordinance or the Board Rules, in respect of any attainment or attendance at school of any child under the age of three years, nor above the age of fifteen years.*

Limits of age of scholars.

13. No grant shall be made under this Ordinance or the Board Rules in aid of any school except under the following conditions :

Conditions for obtaining School Grants.

- (1.) That the property and management of the school be vested in managers having power to appoint and dismiss the teachers and responsible for payment of the teachers' salaries and of all other expenses of the school : *Provided that*, under special circumstances, the Board may, on the recommendation of the Inspector, exempt any school from the obligation of this condition.
- (2.) That the requirements of the Board Rules with regard to teachers being certificated be satisfied in the case of the school.
- (3.) That the school, by its rules, be at all times open to inspection by the Inspector, the Sub-Inspector, any member of the Board or any member of a District Board.
- (4.) That the school be open to children without distinction of religion or race.

And in the case of Primary schools except under the following further conditions :

- (5.) That the reading and writing of the English language and arithmetic be taught in the school and that English grammar and geography be taught as in the manner to be prescribed under the Board Rules.
- (6.) That by the rules of the school no child receive any religious instruction to which the parent or guardian of such child objects, or be present when such instruction is given at the school.

14. The Board may, in its discretion, refuse to make a grant or make a less grant than, but for this section, the Board Rules would require, or withhold either altogether or for a time the whole or any part of any grant already made to any school :

Grants in discretion of Board.

- (1.) Where the Board considers the establishment and existence of the school superfluous by reason of the existence of another school in its vicinity, or
- (2.) Where the school yields a profit to its proprietor or is able to support itself, or
- (3.) Where the Board has reason to believe that the school-fees have been reduced in consequence of the prospect of Government assistance, or
- (4.) Where the managers have not properly maintained the school buildings in a good state of repair or in good sanitary condition to the satisfaction of the Board or have not duly paid any of the expenses of the school, or

* In 1899 the school age was raised to "5---16."

- (5.) Where the managers have failed to comply with any of the requirements of the Board Rules, or
- (6.) Where a manager or teacher of the school has falsified any record required by the Board Rules to be kept at the school or any return or information required by the Board Rules to be furnished by the managers or teachers of the school, or
- (7.) Where the Board has reason to apprehend that the money granted in aid of the school will be misapplied or not properly applied.

Board to fix rates of grants.

15. It shall be lawful for the Board to fix different rates of grants for infant schools, primary schools, secondary schools and industrial schools respectively, and also in respect of different degree of excellence in schools, and in respect of different subjects of instruction.

Grants when to be refunded.

16. The managers of every assisted school shall be liable to refund to the Board all moneys paid to them in respect of any grant made under this Ordinance or the Board Rules in aid of the school :

- (1.) Where, by reason of any of the conditions expressed in Section 13 of this Ordinance not having been fulfilled in the case of the school, such grant should not have been made, or
- (2.) Where any manager or teacher of the school shall have, wilfully or knowingly, made any false representation, written or oral, for the purpose of inducing the making of such grant, or
- (3.) Where such moneys or any part thereof shall have been misapplied, or
- (4.) Where the requirements of the Board Rules with reference to either the books to be kept at assisted schools or the statistics to be furnished by the managers or teachers of such schools shall not have been satisfied in relation to such grant.

Forfeiture and suspension of Certificates of Teachers.

17. If any person certificated by the Board as a teacher shall be convicted of crime or be guilty of disreputable or immoral conduct, or of having, wilfully or knowingly, falsified any school record or return, or uttered to the Board or made any false statement, written or oral, with reference to the fulfilment in the case of any school of any of the conditions expressed in Section 13 of this Ordinance, the Board may declare any certificate granted by it to such person to be suspended or forfeited, and thereupon such certificate shall be suspended or shall be forfeited as the case may be. Every teacher upon being thereto required by a notice in writing shall produce and deliver up to the Inspector his certificate, and every teacher who after the receipt of a notice in writing requiring him to produce and deliver up his certificate shall refuse or neglect so to do shall be liable on summary conviction to a penalty not exceeding twenty-five dollars.

Pauper children.

18. Every assisted school shall be bound to receive pauper children assigned to it by the Governor, in such numbers and upon such terms as may be fixed by the Board.

Application of Ordinance to Government Schools.

19. It shall be lawful for the Governor in Council to declare that all or any of the provisions of this Ordinance and of the Board Rules respectively shall apply to all or any Government schools, that is to say, schools under the entire control of the Government, and every Government school comprised in any such declaration shall, as from any date specified in that behalf in such declaration, be subject to the provisions comprised in such declaration in the same manner as if such Government school were a private school.

Grants to Training Institutions.

20. The Board may make a grant in aid of any training institution in respect of every teacher trained in such institution who shall have received at least two years' instruction thereat and who, having obtained from the Board a certificate of general competency as a teacher, shall have actually taught for not less than two years, at either an assisted school or a Government school.

Scholarship.

21. The Board may, if it shall think fit, grant scholarships to children who have attended primary schools in the Colony, to enable such children to attend secondary schools whether in the Colony, or elsewhere : to the

children of the Colony who shall have attended either primary or secondary schools in the Colony or elsewhere to enable them to receive, whether in the Colony or elsewhere, a course of technical instruction with a view to the development of the natural resources of the Colony, and moreover to such persons and for such purposes as it shall, by a vote of not less than three-fourths of its members, from time to time determine, and it may make rules and conditions with regard to the granting and holding of such scholarships.

22. The Board may sue and be sued in the name of the Attorney General or of any person whom the Governor shall have nominated in that behalf in writing. How Board may sue or be sued.

23. A report of all grants made by the Board during the previous year shall be annually laid before the Legislative Council Report of Grants to be made annually.

24. Nothing in this Ordinance contained shall be construed to debar the Governor from establishing or maintaining schools which shall be under the entire control of the Government. Government Schools.

25. This Ordinance may be cited for all purposes as the "Education Ordinance, 1892." Short title.

26. This Ordinance shall not come into operation unless and until the Governor shall notify, by proclamation, that it is Her Majesty's pleasure not to disallow the same, and, thereafter it shall come into operation upon such day as the Governor shall notify by the same or any other proclamation. Suspending Clauses.

Passed the Legislative Council this eighth day of December, 1892.

APPENDIX B.

BRITISH HONDURAS.

EDUCATION RULES.

1894.

Revised and Reprinted.

1902.*

I. INTERPRETATION.

1. In these Rules except when and in so far as something in the subject or the context requires some different connotation or denotation: "The Ordinance" means the Education Ordinance, 1892. The terms "The Governor," "Inspector of Schools," "Sub-Inspector," "The Board," "District Board," "Board Rules," "Managers," "School," "Assisted School," "Infant School," "Primary School," "Secondary School," "Training Institution," and "Town," have the same respective connotation and denotation as in the Ordinance.

The "Inspector of Schools," or "The Inspector," means the Inspector of Schools for the time being or who may be appointed under the Ordinance, and includes his substitute under No. 69 of these Rules. "Industrial School" means School at which not less than twenty-five per cent. of the pupils devote at the least ten hours a week to manual labour, as defined in section two of the Ordinance. "Standard" means Standard comprised in Schedule A to these Rules. "Stage" means any stage that may be fixed under the Ordinance and these Rules.

"An Attendance" means attendance at school of a pupil in the case of infant schools during not less than an hour and a half, in either a morning or an afternoon and, in all other cases, during not less than two hours in the morning or an hour and a half in the afternoon. "Average Attendance" means the number found by dividing the number of openings admitting of attendances at a school during any period into the number of attendances at the school during the same period, provided always that when the average attendance includes a fraction which reaches $\frac{1}{2}$, the same may be counted as an additional unit. Words importing the masculine gender apply to females as well as males. Words importing the singular number apply to several persons as well as one person and to several matters as well as one matter; and words importing the plural number apply to one person or matter as well as to more than one.

II. EXAMINATION OF SCHOOLS TO BE ASSISTED UNDER THE ORDINANCE.

2. The Inspector of Schools shall annually hold an examination of Schools assisted under the Ordinance and the Board Rules.

3. At every such examination, every pupil of any school under instruction in any Standard shall be examined in such Standard. The Standards for examination for infant schools shall be Standards I. and II. which may be called Sub-Standards, and for primary schools, exclusive of any infant schools forming part of them Standards III. to VI. inclusively which may be called Primary Standards. Every pupil of a secondary school under instruction in any stage who shall be presented for examination in such stage shall be examined in such stage; pupils of industrial schools under instruction in industrial subjects may be subjected to such tests in such subjects

* A Copy of the Education Rules can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

as the Inspector shall think fit, and pupils of any school may be examined in free hand drawing provided that—

- (1) No pupil shall be examined in any Standard or Stage in which such pupil shall already have passed at any examination of schools held under the Board Rules except with the consent of the Inspector, or in any lower Standard or Stage; and,
- (2) No child shall be presented for examination who has not attended the school in which he is examined for at least 150 half days during the twelve months preceding the examination unless a transfer of the child from one school to another whereby the child would not be able to attend the required number of half days in the same school be made under such circumstances as may be approved by the Board.
- (3) No pupil of a Secondary School shall be examined in any lower Standard than No. IV.

4. Except in so far as the Board Rules may prescribe the use of particular books the Inspector shall not be restricted in examining any school under the Board Rules to the use of books ordinarily used in the school, but may use any other books of approximately equal difficulty. Books.

5. The Inspector may for the sake of convenience fix other hours for examining any school under the Board Rules than the usual school hours of such school. Hours.

6. The Inspector shall as far as practicable give to the manager and teacher of every school to be examined under the Board Rules not less than seven days' notice of the time fixed by him for the commencement of the examination of such school. Notice.

7. Presentee Lists. [of pupils to be examined.]

8. The Inspector may, in the case of infant schools or classes, and shall in all other cases apply a scale of marks to the work of every Candidate examined at any examination of schools held under the Board Rules, in each subject in which such Candidate shall have been examined thereat, and one half of the number of marks obtainable for such subject shall be sufficient, and less than one half of such number shall be insufficient for a pass in such subject provided that— Marks and Passes.

- (1) No marks shall be given to nor shall any pass be obtained by any Candidate for or in any work done by such Candidate at any such examination in any standard or stage in which such Candidate shall already have passed at any such examination or in any lower standard or stage except with the consent of the Inspector.
- (2) No pupil of a school examined at any such examination in any standard shall be deemed for any purpose whatsoever to have obtained a pass at such examination either in such standard or in any of the subjects of Reading, Writing, Arithmetic, Geography, Grammar, and plain Needlework, unless at such examination such pupil shall have become proficient, that is to say, have obtained at the least half-marks in two of the three subjects of Reading, Writing, and Arithmetic, of which Reading shall be one.

9. In Standard No. VI. comprised in Schedule A to these Rules the examination will be conducted by means of written papers as well as orally; and the Board may extend such written examinations to Standards No. IV. and V.

10. After every such annual examination as aforesaid the Inspector shall furnish to the Board a report.

III. EXAMINATIONS FOR TEACHERS' CERTIFICATES.

11. The Inspector of Schools shall in every year hold at least two examinations of Candidates for teachers' certificates. Examinations for Teachers' Certificates to be held.

12. The Standards for examination for teachers' certificates shall be those comprised in Schedule D to these Rules. Standards.

13. Candidates for teachers' certificates must be at the least eighteen years of age, and shall send to the Inspector an application in writing Notice of Candidature.

[in the prescribed form] accompanied by testimonials of moral character, at the least seven days before the date fixed for holding the examination for such certificates.

IV. THE GRANTING OF TEACHERS' CERTIFICATES.

- Discretion to Board to refuse Certificates.**
Certificates obtainable by examination.
14. The Board may refuse to award a teacher's certificate in any case in which it is not satisfied that the applicant is a person of good character.
15. Subject to the last preceding Rule, every person who shall have passed a successful examination in the first of the Standards comprised in Schedule D to these Rules, shall be entitled to receive from the Board a first class teacher's certificate, and every person who shall have passed a successful examination in the second of these Standards, shall be entitled to receive from the Board a second class teacher's certificate.
- Honorary Certificates.**
16. The Board may grant without an examination, an honorary teacher's certificate of a similar class in this Colony, to any person holding a first or second class Imperial or Colonial Government Certificate as Teacher without the Colony, and also to any person who is shown to its satisfaction to be fit and competent to be employed in a school.
- Special Honorary Certificates.**
17. The Board may grant special honorary teachers' certificates to persons holding from the Board first class teachers' certificates, whom the Inspector shall certify to have conducted or taught at either an assisted school or a Government school in the Colony, with credit and success for two years at least.
- Forfeiture of Certificates.**
18. [Forms of Teachers' Certificates].
19. In case of serious misconduct on the part of any person to whom the Board shall have granted a teacher's certificate, the Board may by resolution suspend such certificate or declare such person to have forfeited such certificate, and thereupon such certificate shall be suspended or become null and void to all intents and purposes as the case may be.

V. PUPIL TEACHERS.

- Employment of Pupil Teachers.**
20. In any assisted school which is conducted by a person to whom the Board shall have granted a first class honorary teacher's certificate, a first class teacher's certificate or a special honorary certificate, one or more pupil teachers may be employed, and, subject to the following rules, may be recognized by the Board—
- Provided nevertheless that in any assisted school which is conducted by a person to whom the Board shall have granted a second class teacher's certificate one or more pupil teachers may be employed with the special sanction of the Board.
- Number of Pupil Teachers.**
21. In any such assisted school with an average attendance for the 72 best days selected out of the previous six calendar months of not less than 50, the Board may recognize one such pupil teacher. Two such pupil teachers may be recognized by the Board in any assisted school with an average attendance, so calculated, of 75 or more. Three such pupil teachers may be recognized by the Board in any assisted school with an average attendance, so calculated, of 100 or more, and so on in proportion for every additional completed 25 in average attendance.
- Qualifications for Pupil Teachers.**
22. No such pupil teacher can be engaged under these Rules (1) who is not at least fourteen years of age; (2) who has not been for at least six months previous to engagement in Standard No. 5, in Reading, Writing, Arithmetic, Geography, Grammar, and in the case of females in plain Needlework; (3) who does not possess good health (including freedom from any infirmity likely to interfere with the profession of teaching), good moral character and aptitude to teach.
- Agreement to be entered into with Manager.**
23. Every such pupil teacher on engagement must, in conjunction with his parent or guardian, enter into a three-years' Agreement with the Manager or principal teacher of the school in which he is to be employed [in the prescribed form] and a duplicate Copy of such agreement with the attached Certificates duly signed must be forwarded at once to the

Inspector. The pupil teacher will only be recognized by the Board from the date of the signing of the Agreement.

24. From the date of engagement every such pupil teacher must receive at the least four hours' special, separate and personal instruction from the principal teacher or from a qualified teacher approved by the Board for that purpose out of ordinary school hours in every week that such assisted school has been open, of which four hours, not more than two hours shall be part of the same day. Instruction to be given to Pupil Teachers.

The Board may grant \$1.50 a month to the teacher in respect of every pupil teacher for each month during which he has been under such instruction.

In cases where the teacher and such pupil teacher are of different sexes some other person to be approved of by the Inspector must invariably be present during the whole of the time in which such special instruction is being given.

25. Every pupil teacher so employed shall be required to attend the examinations for pupil teachers as prescribed in Section 30 of this code.

No increased grant to pupil teachers of the second and third year as provided in Sub-sections 2 and 3 of Section 52 shall be allowed unless such pupil teachers shall have passed the examinations prescribed for pupil teachers of the first and second year, respectively.

Provided that any pupil teacher may at any time during his term of engagement gain a teacher's certificate of the second class by qualifying at an examination of pupil teachers of the third year, subject to the restrictions as to age laid down in Section 34 of this code.

26. Any pupil teacher, having completed his three years term of engagement, and having passed the third year examination of pupil teachers, may enter into a fresh agreement with the Manager or principal teacher of the school in which he has been engaged for a period not exceeding two years, and shall during that period receive such regular instruction from the principal teacher or from a qualified teacher approved by the Board as shall qualify him to pass an examination for first class teachers.

VI. EXAMINATION OF PUPIL TEACHERS.

27. The Inspector shall in every year hold in Belize at least one examination of pupil teachers, which examination shall take place in the month of May during the Midsummer Holidays. Examinations to be held annually. Standards. Schedule H.

28. The Standards for examination for pupil teachers shall be those comprised in Schedule H to these Rules.

29. [Notice of candidature.]

30. The first year examination comprised in Schedule H to these Rules will be open to any pupil teacher who shall have entered into the prescribed form of agreement not later than the first day of the month in which such examination takes place, and to any pupil teacher who shall not have already passed such examination. The second year examination comprised in the Schedule as aforesaid shall be open to any pupil teacher who shall have passed the first year examination but who shall not have passed the second year examination. The third year examination comprised in the Schedule as aforesaid shall be open to any pupil teacher who shall have passed the second year examination but who shall not have passed the third year examination. Who eligible for examination.

In case of failure at any one of the preceding examinations, the pupil teacher, after such failure, shall be eligible for re-examination within six months.

31. No pupil teacher will be considered to have passed any such examination as aforesaid who does not obtain at the least one-half of the total number of marks obtainable in each of the subjects of Reading, Arithmetic, Geography, Dictation, and Teaching, and who does not obtain at the least one-third of the total number of marks obtainable in each of the subjects of Grammar and English History. Standard of proficiency necessary to constitute a pass.

Pupil Teachers may continue to be recognized, even if average attendance at school should have fallen off.

Transfer of Pupil Teachers from one assisted school to another. Grant of second class Teachers' Certificates to Pupil Teachers who shall have passed all the three Examinations.

Application for Grants in aid of school, when to be made. To be accompanied by declaration and accounts.

32. In case any school in which any pupil teacher shall have been employed agreeably to these Rules should fall off in the average attendance subsequent to the signing of the engagement the Board may, at its discretion, allow such pupil teachers to complete the period of such engagement as aforesaid and to be presented at any of the examinations comprised in Schedule H to these Rules; provided that a teacher of the same denomination continues in charge of such assisted school.

33. Any pupil teacher may with the sanction of the Board be transferred from one assisted school to another assisted school, provided that the Managers give to the Inspector at the least one month's notice in writing of their intention to effect such transfer.

34. Any pupil teacher who shall have passed all the three examinations comprised in Schedule H to these Rules, and shall furnish satisfactory evidence of moral character from the Managers and teacher of the assisted school in which he is employed, may apply to the Board for a second class teacher's certificate and thereupon the Board may grant such second class teacher's certificate to such pupil teacher. Provided that no such certificate shall be granted to any such pupil teacher who is under the age of eighteen years, except he has been engaged as a pupil teacher under these rules during the three years previous.

VII. APPLICATIONS FOR GRANTS IN AID OF SCHOOLS.

35. Applications for grants under the Ordinance and the Board Rules in aid of Schools shall be made in writing to the Inspector for communication to the Board; at the least one month before the date from which the grant in aid applied for is to commence.

36. Every such application shall be accompanied by a declaration signed by the Managers of the school in respect of which such application is made, as to conditions 1 to 3, and in the case of primary schools, conditions 4, 5, and 6 of Section 13 of the Ordinance being fulfilled in the case of the school, and shall be followed in the month of January in each year, or within such further time as the Board may have allowed, by a statement, likewise signed by the Managers, of both the revenue and credits and the expenditure and debits of the school for the previous year.

37. [Forms of declaration.]

38. Any grant-aided school which has been closed for a period of four months or more shall cease to be considered as such, and if re-opened a fresh application will have to be made in the usual manner for a grant in aid.

VIII. ALLOWANCE OF GRANTS IN AID OF SCHOOLS.

Allowance of Grants in aid of schools subject to what conditions.

39. Before any grant shall be made under the Ordinance and the Board Rules in aid of any school shall be necessary—

- (1) That the Board be satisfied that the conditions required by Section 13 of the Ordinance are fulfilled in the case of the school.
- (2) That every teacher of the school has held a teacher's certificate from the Board, at the time of the commencement of such grant, and has been certified by the Inspector as competent to perform the duties actually performed by him in the school; provided that when the Board shall expressly so resolve a teacher may be deemed to be sufficiently certificated for the purposes of this rule if—
 - (a) His having been incapacitated at the time of the application for the grant in aid was not due to want of diligence on his part, and
 - (b) He shall have been certified by the Inspector as competent to perform the duties actually performed by him in the school.
- (c) Provided always, that a teacher may also be deemed to be sufficiently certificated for the purposes of this Rule for any term not exceeding six months if it appear to the Board

that he is competent to undertake the duties of the school to which he has been or is proposed to be appointed, and further provided that he shall have been granted by the Board a provisional certificate to that effect.

- (3) That the school shall have been open for the reception of scholars on each day of the month except Saturdays and Sundays.

Provided that—

- (a) In the case of any school open for a less number of days, the Board shall decide whether the grant shall be paid, reduced or withheld according to the circumstances of the case, and
 - (b) No deduction shall be made in respect of holidays sanctioned by the Board.
 - (c) That in all cases of absence of teachers and pupil teachers on account of sickness, a medical certificate or a certificate signed by an inhabitant be required if the full grant is to be paid for the month in which such absence occurred.
- (4) That the school shall have been open for the reception of scholars during each day from half-past nine o'clock in the morning until twelve o'clock noon, and from half-past twelve o'clock until half-past two o'clock in the afternoon.
- (5) That the attendance at the school during the month shall have been at least 50 per cent. of the total number of scholars whose names appeared on the register of such school during such month ; provided that in the case of any school at which the attendance during the month shall have fallen below 50 per cent. it shall be competent for the Board to decide whether the grant shall be paid, reduced or withheld, according to the circumstances of the case.
- (6) That the admission and daily attendance of the scholars are carefully registered by or under the supervision of the principal teacher, and verified at the least three times a year by the Managers.

Provided that assistance shall only be given under Ordinance 25 of 1892 and the Board Rules in respect of the attainment or attendance of children whose ages are not under 5 years.

- (7) That the school premises are healthy, well-lighted, drained and ventilated, properly furnished and supplied with the necessary apparatus and appliances, and contain sufficient accommodation for the scholars attending the school.
- (8) That the principal teacher is not allowed to undertake duties not connected with the school which occupy any part whatever of the school hours or of the time appointed for the special instruction of pupil teachers, and
- (9) That the Managers comply with any notice of the Sanitary Authorities of the district in which the school is situated, requiring them, for a specified time, with a view to prevent the spread of disease, either to close the school or to exclude any scholars from attendance, subject to an appeal to the Governor if the Managers consider the notice to be unreasonable. Provided that, in the case of any such closing of a school as aforesaid, the Board may make a grant to such school equal to the amount granted to such school in respect of the last month during which such school was open for the reception of scholars.
- (10) That the Board be satisfied that a sufficient sum has been raised from school fees.

IX. RATES OF GRANTS IN AID OF SCHOOLS.

40. Subject to the provisions of the Ordinance and Board Rules the Board shall make monthly grants in aid of schools.

Grants to be made monthly in aid of schools.

Rates of such Grants.

41. The rates of such grants shall be those specified in Nos. 42 to 52 inclusively of these rules, provided that it shall not be obligatory upon the Board to make any grant under any but Nos. 42, 43 and 44 of these rules, and further the Board may under exceptional circumstances increase or reduce the grants under the beforementioned Nos. 42, 43 and 44 of these rules, and reduce the grants under No. 52 of these rules.

Grants or average attendance in schools situated in towns.

42. The Board shall make, in aid of any school situated in the towns of Belize, Corosal, Orange Walk, Stann Creek, and Punta Gorda, with an average daily attendance of not less than twenty pupils, a monthly grant upon the average attendance, at the following rates :—

(1) In aid of any such school, which is conducted by a teacher holding either a first-class teacher's certificate, an honorary first-class teacher's certificate, or a special honorary teacher's certificate :

(a) For each unit of average attendance during the month in respect of which the grant is claimed, of children not pupils of an infant school - - - - - 50 cents.

(b) For each unit of average attendance during the month in respect of which the grant is claimed, of children who are pupils of an infant school - - - - - 25 cents.

(2) In aid of any such school which is conducted by a teacher holding a second class teacher's certificate or an honorary second class teacher's certificate :

For each unit of average attendance during the month in respect of which the grant is claimed, of children whether pupils of an infant school or not - - - - - 25 cents.

Grants for average attendance in schools situated outside.

43. The Board shall make, in aid of any school situated outside of the limits of the towns of Belize, Corosal, Orange Walk, Stann Creek and Punta Gorda, with an average daily attendance of not less than fifteen pupils, a monthly grant at the following rates :—

(1) In aid of any such school which is conducted by a teacher holding either a first-class teacher's certificate, an honorary first-class teacher's certificate, or a special honorary teacher's certificate :

For each unit of average attendance during the month in respect of which the grant is claimed - - - - - 50 cents.

In aid of any such school which is conducted by a teacher holding a second class teacher's certificate or an honorary second class teacher's certificate :

(a) For each unit of average attendance up to twenty, during the month in respect of which a grant is claimed - 50 cents.

(b) For each unit of average attendance above twenty, during the month in respect of which the grant is claimed

35 cents.

Provided that in the case of such school with an average attendance of less than fifteen in any particular month, situated outside the limits of the towns as aforesaid, the Board shall determine whether the grant claimed shall be paid, reduced, or withheld according to the circumstances of the case, and further, that any such school in which the average monthly attendance for six months in the year has been less than fifteen shall cease to be grant aided.

Grant for Passes.

44. The Board shall annually grant in respect of each pupil who shall have obtained a pass in any of the Standards comprised in Schedule A to these Rules, at an examination of schools held under the Board Rules, the following sums in aid of the school of such pupil, that is to say :—

(a) In respect of each pupil who shall have obtained a pass in the first Standard - - - - - 15 cents.

(b) In respect of each pupil who shall have obtained a pass in the second Standard - - - - - 30 cents.

(c) In respect of each pupil who shall have obtained a pass in the third Standard - - - - - 45 cents.

- (d) In respect of each pupil who shall have obtained a pass in the fourth Standard - - - - - 60 cents.
- (e) In respect of each pupil who shall have obtained a pass in the fifth Standard - - - - - 75 cents.
- (f) In respect of each pupil who shall have obtained a pass in the sixth Standard - - - - - \$1.00

Provided that the Board may, in its discretion, refuse to make any such grant in aid of any school in which the number of pupils who shall have obtained passes in any of the Standards as aforesaid at any such examination, shall not exceed at the least twenty-five per centum of the total number of pupils presented at any such examination.

45. The Board may for every pass in elementary freehand drawing at such examination as aforesaid, grant the sum of 15 cents in aid of the school of the successful candidates.

Grants for Passes in Elementary Freehand Drawing. Grants for organization and discipline. Grants for general excellence.

46. The Board may annually make in aid of any school in which the Inspector shall have reported the organization and discipline to be good, a grant of 10 cents a head on the average attendance.

47. Where the organization and discipline of any school shall have been reported by the Inspector to be good, the Board may make in aid of such school :—

- (a) If at an examination under the Board Rules sixty per centum of the pupils of the school presented for examination in the Standards shall have obtained passes in their respective Standards, a grant at the rate of 10 cents for each such pass.
- (b) If seventy per centum shall have obtained passes, a grant at the rate of 20 cents for each such pass.
- (c) If eighty per centum shall have obtained passes, a grant at the rate of 30 cents for each such pass.
- (d) If ninety per centum shall have obtained passes, a grant at the rate of 40 cents for each such pass.

48. The Board may annually make in aid of any industrial school, in addition to other grants, a grant of any sum not exceeding 15 cents in respect of each pupil receiving industrial instruction (that is to say, devoting at the least ten hours a week to manual labour as defined in Section 2 of the Ordinance) at the school.

Additional Grants in the case of Industrial School.

49. The Board may annually award under such conditions as it shall determine by resolution sums not exceeding in the whole \$200 as special grants to schools for passes in Needlework.

Grants for Needlework.

50. The Board may annually make a special grant of any sum not exceeding \$30 to the principal teacher of the school at which it shall consider the most thorough and practical work is done.

Special Grant to premier School.

51. In the case of newly established schools, the Board may grant in aid of any school a sum not exceeding one-eighth of the cost of the buildings, furniture, books and apparatus of the school, upon the amount of such cost being proved by the Managers of the school, by means of vouchers or otherwise, to the satisfaction of the Board, or, if the school be established in a town, village, or place where a school was wanted, but none existed, then either such sum as aforesaid or any sum not exceeding \$30 and not exceeding such amount as aforesaid, proved in the manner aforesaid, provided that more than one-eighth of the amount as aforesaid shall not be granted in aid of any school at which the attendance shall have averaged less than twenty during the previous quarter nor in aid of more than two schools in any one year. In the case of other schools, the Board may grant in aid of any school a sum not exceeding one-fourth of the amount shown by the Managers, by means of vouchers or otherwise, to the satisfaction of the Board, to have been expended during the year upon the increased improvements and maintenance of the buildings, furniture, books and apparatus of the school or upon any of those objects. Provided that the

Extraordinary Grants in respect of School Buildings and Gear.

total amount granted in any one year under this Rule shall not exceed \$500.

Grants for
Pupil
Teachers.

52. The Board may in respect of every pupil teacher engaged in any school under Nos. 21 to 33 of these Rules make annual grants in aid of such school at the following rates, that is to say :—

- (1) In respect of every pupil teacher so engaged on the expiration of the first year of engagement the sum of - - - - - \$36
- (2) In respect of every pupil teacher so engaged on the expiration of the second year of engagement the sum of - - - - - \$48
- (3) In respect of every pupil teacher so engaged on the expiration of the third year of engagement the sum of - - - - - \$60
- (4) In respect of every pupil teacher who has been re-engaged after completing his third year of engagement, the sum of \$5.00 a month during the period of such engagement not exceeding two years : provided the school in which such pupil teacher shall be employed shall be eligible for a grant from the Board under Rule 53 of this Code.

X. GRANTS IN AID OF TRAINING INSTITUTIONS.

Grants in aid
of Training
Institutions.

53. The Board may grant a sum not exceeding \$60 to any training institution, in respect of each teacher trained at such institution who shall have received at the least two years' instruction thereat and shall hold from the Board a teacher's certificate.

XI. REDUCTION OF GRANTS IN AID MADE BY THE BOARD.

Reduction of
Grants made
by the Board.

54. If in any year the funds at the disposal of the Board for educational purposes shall not be sufficient for payment in full of the amounts earned in such year by schools and training institutions or either of them, under the Ordinance and Board Rules, such amounts may be liable to proportionate reductions.

Where the Inspector shall have recommended the granting of any amount and the Board shall have adopted such recommendation, such amount shall be deemed to have been earned within the meaning of this Rule.

XII. PAYMENT OF GRANTS IN AID MADE BY THE BOARD.

Payment of
Grants made
by the Board

55. Every payment in respect of any grant made by the Board shall be made to the Managers of the school or training institution in aid of which such grant shall have been made.

XIII. APPLICATION OF GRANTS IN AID MADE BY THE BOARD.

Application
of Grant
Moneys.

56. All moneys paid to the Managers of any school or training institution in respect of any grant in aid made by the Board shall be applied in such manner as the Board may direct, and in the absence of any direction by the Board and so far as shall be consistent with any direction of the Board, one half at the least of such moneys shall be applied to increasing the remuneration of the teachers of the school or training institution.

XIV. SCHOLARSHIPS.

Scholarships
may be
granted to
enable chil-
dren to
attend
Secondary
Schools.

57. The Board may grant to any child of good character and conduct, who shall have attended a Primary School in the Colony for two years at the least, and who shall have successfully competed at an examination to be conducted by the Inspector of Schools or by such other person or persons as may be appointed for that purpose by the Board, a Scholarship of \$60 a year for a period of four years to enable such child to attend a Secondary School approved by the Board ; provided that the number of holders of such Scholarships shall not at any time exceed eight.

Competitions
for such
Scholarships.

58. The examination of candidates for such scholarships shall take place in the month of January or May, whenever a vacancy or vacancies in the aforesaid number of such scholarships may have occurred ; and the claims of competitors shall be decided by the total number of marks gained

by each at such examination. In order that a candidate may compete at such examination it shall be necessary :

- (a) That a written application from the candidate be forwarded to the Inspector of Schools at least one week before the date on which such examination will be held ; such application to be accompanied by certificates of birth and good character.
 - (b) That the candidate's age on the day of examination be not more than fourteen years and not less than eight years.
 - (c) That the candidate has already passed a satisfactory examination in Standard V. in a Primary School.
- Provided that no competitor shall be deemed eligible for a scholarship who shall not have obtained at the said examination half the number of marks obtainable for each of the subjects of Reading, Writing, Arithmetic, Geography and Grammar.

59. Every such scholarship shall be tenable only as long as the holder thereof shall attend a Secondary School approved by the Board subject to a satisfactory report by the principal teacher of such school on the progress and behaviour of such holder being rendered to the Board at the end of each year during which such scholarship may be held.

Determination of such Scholarships.

All schools recognised by the Board as Secondary Schools shall be subject to annual inspection.

XV. RECORDS TO BE KEPT AT ASSISTED SCHOOLS.

60-63.

XVI. STATISTICS TO BE FURNISHED BY MANAGERS OF ASSISTED SCHOOLS.

64.

XVII. RETURNS TO BE FURNISHED BY THE PRINCIPAL TEACHERS OF ASSISTED SCHOOLS.

65.

XVIII. HOLIDAYS.

66. The Holidays shall be—

Christmas—4 weeks, beginning with the week in which Christmas Day falls.

Good Friday and Easter Monday.

Midsummer—4 weeks, beginning with the first Monday of May.

Autumn—2 weeks, beginning with the third Monday in August.

Birthday of the Sovereign.

Birthday of the Heir to the Throne.

XIX. DUTIES OF EDUCATIONAL OFFICERS APPOINTED UNDER THE ORDINANCE.

67-70.

XX. MISCELLANEOUS.

71. In every assisted school where, by reason of the children speaking English to be a foreign language, the ordinary course of instruction cannot be conducted taught. in English, the children shall be specially taught to speak English.

72. Every examination held under the Board Rules shall, as far as possible, be conducted in the English language. Language of Examination.

73-76. [Duty of Managers to furnish information generally, and evidence, and to submit their accounts to audit if required. Representative of Managers.]

77. At any school religious instruction may, subject to the conditions of Sub-section 6 to Section 13 of the Ordinance, be given between the hours of half-past nine and ten in the morning, or between half-past eleven in the morning and twelve o'clock noon. Religious Instruction when to be given.

78. Incorporation of Schedules.

79. These Rules may for all purposes be cited as "The Education Short title. Rules 1894."

SCHEDULE A.—

SUBJECT.	I. (Sub-Standard I.)	II. (Sub-Standard II.)	III. (Primary Standard I.)
READING	The alphabet and words of two and three letters.	To read with fluency any lesson in monosyllables, and spelling in same.	To read with fluency and intelligence any portion from a book confined to words of not more than three syllables, and the spelling from such portion.
WRITING	To form, on slate, from dictation, the small letters in text hand.	To form, on slate, from dictation, letters small and capital, in text hand.	In copy-books text and half text, and on slate from dictation.
ARITHMETIC	To form, on slate, from dictation, the figures up to 50. To add and subtract mentally up to 20.	Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition, not more than five lines to be given.	Notation and numeration up to 1,000,000. The four simple rules up to and including short division. The multiplication table and the pence table up to 12s.
GEOGRAPHY			The size and shape of the Earth. Geographical terms illustrated by reference to a map. The Continents and Oceans on the map.
GRAMMAR			Definitions of the parts of speech, and to know them in any simple sentence.
PLAIN NEEDLE- WORK†			Hemming, seaming and felling.

* The tables to be learned include those weights and measures only which are in ordinary Length—The mile, furlong, rod or pole, chain, yard, foot and inch. Area—The square mile, gallon, quart and pint. Time—Year, month, week, day, hour, minute and second.

† Obligatory only in Girls' and Mixed Schools in Belize; optional in Country Schools.

THE STANDARDS.

IV. (Primary Standard II.)	V. (Primary Standard III.)	VI. (Primary Standard IV.)
To read with fluency, intelligence and ease, any portion from an elementary Reading Book of not greater difficulty than Nelson's Third Standard Reading Book, and the spelling from such portion. In copy-books half text and small-hand, and, on slate, from dictation. Long division, addition, subtraction and multiplication of money (including the currency of the Colony). The preceding, with simple questions on the Geography of British Honduras, and easy questions on the Geography of the Continent of America (North and South). The same with parsing of easy sentences. Greater proficiency in the same, and the herring-bone stitch.	To read with fluency, expression and intelligence a few lines of poetry or prose, at the discretion of the Inspector, and to spell words of moderate difficulty. To write on paper, from dictation, not more than eight lines of poetry or prose, slowly read once and then dictated. Spelling, handwriting and punctuation to be considered. Copy-books to be shown. Compound Rules (Money, Weights and Measures) and Reduction. Weights and Measures.* Easy sums in Vulgar and Decimal Fractions. The preceding in fuller detail, with easy questions on the Geography of Europe, Asia and Africa. Parsing of more difficult sentences. Analysis of simple sentences. The work of the previous Standards and plain darning.	To read with intelligent appreciation from any book or periodical selected by the Inspector, and to spell words of increased difficulty. To write a letter on an easy subject. Spelling, handwriting and composition to be considered. Copy books to be shown. N.B.—An exercise in dictation may, at the discretion of the Inspector, be substituted for composition. Practice, Bills of Parcels, Simple Proportion, Simple Interest, Fractions—Vulgar and Decimal. The World generally, and especially of British Honduras and the West Indian Colonies. Parsing and analysis of compound sentences. General questions in Grammar. The work of the previous Standards; Patching and cutting out a garment, such as a pinafore, apron, petticoat or nightgown.

use, viz.: Weight—The ton, hundredweight, quarter, stone, pound, ounce and drachm. acre, rod, pole or perch, the square yard, foot and inch. Capacity—Quarter, bushel, peck,

SCHEDULE D.
STANDARDS OF EXAMINATION FOR TEACHERS' CERTIFICATES.
I.

READING.	PEN-MANSHIP.	ARITHMETIC (a).	GRAMMAR AND COMPOSITION (b).	GEOGRAPHY (c).	HISTORY (d).	SCHOOL MANAGEMENT (e).	PLAIN NEEDLE-WORK.*	OPTIONAL SUBJECTS.†
To read, with a distinct utterance, due attention to punctuation and just expression a passage from some standard author, or from a newspaper.	1. To write a specimen of the penmanship used in setting copies of text hand, half-text hand, round hand, and small hand.	1. The first four rules.	1. A good knowledge of English Grammar.	1. The world generally.	1. General questions in English History.	1. General questions on the methods of teaching elementary subjects.	1. To cut out and make parts of any plain articles of underclothing in common use.	1. Algebra, as far as and inclusive of quadratic equations (f).
	2. To write a passage from dictation.	2. Practice and Bills of Fareels	2. To parse any passage of ordinary difficulty.	2. The Geography, Physical, Political and Commercial, of the British Empire.	2. Special questions in a selected period of English History.	2. The forms of school registers and the mode of keeping them, and of making returns from them.	2. To answer questions in needle work (within the above limits) on paper.	2. The first two books of Euclid, with simple deductions from the propositions and easy geometrical problems (g).
	3. The general character of the writing in the Examination Papers will	3. Vulgar Fractions.	3. Analysis of simple and complex sentences.	3. The Geography of British Honduras.	3. Simple questions upon the growth and development of the British Empire.	3. School organization.		3. French.—Grammatical questions and easy passages in prose for translation from and into English.

4. German.—Grammatical questions and easy passages in prose for translation from and into English.
5. Spanish.—Grammatical questions and easy passages in prose for translation from and into English.

4. To teach a class in the presence of the Inspector.

5. Notes of lessons.

6. Schemes of lessons.

4. To paraphrase any passage selected from an advanced reading book.

5. To write plain prose upon a given subject.

4. Decimal Fractions.

5. Simple and Compound Proportion.

6. Simple and Compound Interest.

7. An exercise in Mental Arithmetic.

Text-books recommended :—(a.) Watson's "Treatise on Arithmetic," William Blackwood and Sons, Edinburgh, price 1s.; (b.) "Elementary Grammar and Composition," William Blackwood and Sons, Edinburgh, price 1s.; (c.) Mackay's "Elements of Modern Geography," William Blackwood and Sons, Edinburgh, price 2s.; (d.) "A Complete Synopsis of English History," Thomas Laurie, London, price 2s.; (e.) Prince's "School Management and Method in Theory and Practice," John Heywood, London, price 3s.; (f.) Todhunter's "Algebra for Beginners," MacMillan and Co., London, price 2s. 6d.; (g.) Nixon's "Euclid Revised," Clarendon Press, Oxford, price 1s. 6d., Books I. and II.

* For Female Candidates only. † Candidates may take one or two (but not more) of these subjects.

II.

Ability to pass the three-year examination for Pupil Teachers, except that in English History any other period that may be selected

SCHEDULE H.
SUBJECTS FOR EXAMINATION OF PUPIL TEACHERS.

YEAR.	READING.	PENMANSHIP.	ARITHMETIC.	GRAMMAR.	GEOGRAPHY.	ENGLISH HISTORY.	SCHOOL MANAGEMENT.
First	1. To read with fluency, ease and just expression. 2. To repeat from memory, 50 lines of poetry.	A passage, selected from any part of a Fourth Standard Reading Book, correctly written on paper from dictation in a fair legible hand. Spelling, handwriting and punctuation to be considered. 1. A passage of poetry or prose, selected from any part of a Fifth Standard Reading Book, correctly written on paper from dictation, great attention being paid to spelling, handwriting and punctuation. 2. To set copies in Text and Half-Text Hands.	1. Compound rules (money). 2. Reduction of common weights and measures.	The parts of speech with their relations in a sentence.	1. Definitions, boundaries and localities of the principal countries of the world. 2. Chief towns and rivers of Great Britain and British Honduras.	Outlines of British History from Julius Caesar to the Norman Conquest.	To conduct a class in reading and writing in the presence of the Inspector.
Second	1. To read with fluency, ease, just expression and clear understanding of the subject, whether prose or verse. 2. To recite 80 lines of poetry.	A passage of poetry or prose, selected from any part of a Fifth Standard Reading Book, correctly written on paper from dictation, great attention being paid to spelling, handwriting and punctuation. 2. To set copies in Text and Half-Text Hands.	1. Elementary Vulgar Fractions. 2. Practice and Bills of Parcels.	Analysis and parsing of simple sentences.	A general knowledge of the geography of Europe, Asia, Africa and the British Possessions, especially British Honduras.	Outlines of British History from the Conquest to the Accession of the Stuarts.	To conduct a class in reading and writing and mental arithmetic in the presence of the Inspector.
Third	1. To read with fluency, ease and just expression, passages from a newspaper or ordinary book. 2. To recite 100 lines of poetry.	1. A short theme or letter on an easy subject; spelling, handwriting, punctuation and composition to be considered. 2. To set copies in Text, Half-Text and Small Hands.	1. Interest, simple and compound. 2. Proportion, simple and compound. 3. Vulgar fractions. 4. Decimal fractions.	Analysis and parsing of complex sentences.	The world generally; special attention being paid to the Geography of British Honduras.	Outlines of British History from the Accession of the Stuarts to the present time.	To conduct a class in reading, writing, arithmetic, geography and grammar in the presence of the Inspector.

APPENDIX C.

I.—STATISTICS SHOWING EDUCATIONAL PROGRESS FROM THE YEAR 1850.

Year.	Schools receiving Grant.	Children on Roll.	Children in average Attendance.	Government Grant.		Grant per Scholar in average Attendance.	
				\$	cts.	\$	cts.
*1850	7	—	579	3,116	00	5	38
1851	7	—	570	4,543	50	7	97
1852	8	—	640	4,229	00	6	60
1853	9	—	631	4,800	00	7	60
1854	9	—	686	4,899	00	7	14
1855	9	—	650	5,020	00	7	80
1856	8	—	600	4,442	50	7	40
1857	9	819	635	6,390	50	10	06
1858	8	—	595	5,553	75	9	33
1860	10	1,043	—	6,370	06	—	—
1861	9	1,232	—	6,755	00	—	—
1863	14	—	654	8,116	00	12	56
1864	14	—	692	5,793	00	8	37
1865	15	—	673	5,422	00	8	05
1866	13	1,277	—	4,863	50	—	—
1867	12	1,166	—	4,912	00	—	—
1868	10	993	684	938	00	1	37
1869	13	1,611	802	2,445	50	3	05
1870	11	1,520	767	4,210	50	5	49
1871	11	1,602	829	4,461	00	5	38
1872	10	1,550	900	4,833	00	5	37
1873	14	1,775	1,070	5,099	30	4	77
1874	14	1,793	1,059	5,379	00	5	08
1875	13	1,608	1,045	4,809	00	4	60
1876	14	1,754	1,057	5,281	60	4	99
1877	16	1,878	—	6,499	00	—	—
1878	21	2,186	1,511	7,749	68	5	12
1879	24	1,620	1,551	7,331	42	4	73
1880	20	2,316	1,441	7,621	18	5	28
1881	22	2,377	1,682	9,387	75	5	58
1882	25	2,527	1,770	9,904	56	5	59
1883	28	2,612	1,790	11,023	02	6	16
1884	26	2,580	1,786	10,757	08	6	13
1885	27	2,569	1,779	10,173	49	5	72
1886	34	2,943	1,967	11,558	25	5	87
1887	35	2,994	2,013	11,920	44	5	92
1888	42	3,382	2,168	13,846	60	6	38
1889	41	3,382	2,162	13,467	87	6	23
1890	44	3,228	2,251	15,347	66	6	82
1891	51	3,802	2,694	11,136	03	4	13
1892	46	3,567	2,592	13,367	56	5	15
1893	49	3,693	2,705	14,162	17	5	23
1894	45	3,728	2,616	14,449	50	5	52
1895	42	3,547	2,491	11,637	26	4	67
1896	38	3,391	2,383	11,245	53	4	76
1897	36	3,426	2,328	12,030	08	5	16

From the year 1850 to 1868 there were first two, and from 1855 three schools—the Honduras Free Schools—entirely supported by the Government.
 From 1868 all schools were placed upon the same footing.
 Currency from 1887 to 1894, that of Central America (silver standard—

Sols). In 1887 the Sol was valued at \$6.49 to £1 sterling; in 1893 it had depreciated to \$9.50 to the £1 sterling. The American Gold Standard was adopted in October, 1894.

‡ Grant reduced by \$2,500, and rates to schools reduced. Increased in 1901 by \$1,000, a special vote for new schools. From July 1st, 1901, the schools were paid at full rates.

II.—PERCENTAGE OF CHILDREN ATTENDING SCHOOL TO POPULATION, &C., 1851–1901.

Year.	Population from Census Returns.	Number of Children of School Age (approximate).	Number of Children on School Rolls.	Percentage of Children attending School to Population.
1851	(about) 12,000	—	570	4.75
1861	25,635	6,000	1,232	4.80
1871	24,710	7,000	1,602	6.48
1881	27,452	7,000	1,878	6.80
1891	31,471	7,500	2,994	9.51
1901	37,479	9,000	3,923	10.46

III.—COMPARATIVE STATEMENT OF NUMBER OF AIDED SCHOOLS, OF DENOMINATIONS AND AVERAGE ATTENDANCE.

Year.	Church of England.			Roman Catholic.			Weeleyan.			Baptist.			Non-denominational.		
	Number of Schools.	Children on Roll.	Average Attendance.	Number of Schools.	Children on Roll.	Average Attendance.	Number of Schools.	Children on Roll.	Average Attendance.	Number of Schools.	Children on Roll.	Average Attendance.	Number of Schools.	Children on Roll.	Average Attendance.
1891	4	450	244	11	1,080	761	13	1,012	707	6	387	267	1	63	34
1892	6	582	323	15	1,320	862	13	1,011	681	6	336	237	2	104	63
1893	5	488	328	16	1,312	897	11	932	639	6	336	223	3	111	80
1894	8	514	333	18	1,416	1,047	11	871	594	6	327	220	1	65	36
1895	11	690	460	21	1,795	1,292	11	869	633	7	370	272	1	78	39
1896	11	745	513	18	1,569	1,169	12	882	652	4	297	212	1	74	46
1897	13	860	607	17	1,488	1,121	12	938	680	6	339	247	1	68	50
1898	10	829	576	17	1,533	1,105	12	967	647	5	313	223	1	86	55
1899	10	848	596	16	1,488	1,043	11	895	605	4	283	198	1	73	49
1900	10	842	576	13	1,289	957	11	937	636	3	254	172	1	69	42
1901	9	847	527	13	1,343	993	11	913	595	2	247	166	1	73	42

'THE
SYSTEM OF EDUCATION
IN
TRINIDAD AND TOBAGO.

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THE SYSTEM OF EDUCATION IN TRINIDAD AND TOBAGO.

I.—HISTORICAL SKETCH.

The Colony of Trinidad and Tobago comprises the two most southerly islands of the West Indian group, lying within twenty miles of one another, and about ten degrees north of the Equator.

Trinidad, situated in immediate proximity to the north-east of South America, has an area of not quite 1,800 square miles.

For 300 years after its discovery by Columbus in 1498 it remained a dependency of Spain, comparatively little being effected by that country towards its development; but for some years Early History. immediately prior to its capture by the British in 1797 there had been a considerable influx from the islands of Martinique, Guadeloupe and Hayti, of French families, who were, in numerous cases, accompanied by their slaves, to which cause may be traced the preponderance of a French element in a Colony which never belonged to France.

In 1797 the population numbered not quite 18,000; the Roman Catholic was the established form of religion, and the prevailing languages were Spanish in some parts of the Island and a French patois in others.

The use of the latter still widely prevails in many of the country districts, and in some parts of the Island Spanish is still commonly spoken, so that it frequently occurs in the Primary Schools that English has to be taught as a foreign language, not only in the case of French and Spanish speaking children, but also in that of East Indian children, to whom reference will be made later.

Subsequent to 1797 the immigrants were chiefly such as professed some form of Protestantism.

In 1834, the year of the emancipation of the slaves, the population was 43,678, consisting of 3,632 whites, 18,627 free coloured people, 20,657 slaves, and 762 aborigines. After the abolition of slavery, the scarcity of labour was so great that immigrants—chiefly free black from North America and coloured people from the neighbouring islands—were imported at the public expense.

In the first half of 1840 the number of immigrants of these classes was nearly 4,000—Africans liberated from captured slavers were also introduced into the island in considerable numbers.

The supply of labour was, however, still unequal to the demand, and the Government turned their attention to the East Indies. In 1845 coolies from India were introduced for the first time, and immigrants of this class have since been regularly imported into the Colony.

* Annual Reports of the Inspector of Schools and other Reports on Education in Trinidad can be seen at the Board of Education Library, St. Stephen's House, Cannon Road, Whitehall, London, S.W.

In the year 1851 the population was 69,600, and its heterogeneous nature, in respect both of nationalities and religions, may be seen from the following figures :—

I. In regard to nationalities there were :—

Born in Trinidad	-	-	-	-	-	-	-	40,630
„ „ British Colonies	-	-	-	-	-	-	-	10,810
„ „ Africa	-	-	-	-	-	-	-	8,100
„ „ Foreign Countries	-	-	-	-	-	-	-	4,900
„ „ India	-	-	-	-	-	-	-	4,170
„ „ United Kingdom	-	-	-	-	-	-	-	730
Miscellaneous	-	-	-	-	-	-	-	260
Total	-	-	-	-	-	-	-	69,600

II. In regard to religions there were :—

Roman Catholics	-	-	-	-	-	-	-	43,600
Anglicans	-	-	-	-	-	-	-	16,250
Wesleyans	-	-	-	-	-	-	-	2,500
Presbyterians	-	-	-	-	-	-	-	1,020
Baptists, Independents, etc.	-	-	-	-	-	-	-	670
Gentoos	-	-	-	-	-	-	-	2,650
Mahometans	-	-	-	-	-	-	-	1,010
Heathens	-	-	-	-	-	-	-	880
Unaccounted for	-	-	-	-	-	-	-	1,020
Total	-	-	-	-	-	-	-	69,600

Previous to the year of emancipation (1834) the children of the free classes alone received instruction from private teachers, whose qualifications were of the lowest standard. After the abolition of slavery, schools were established in several districts with the aid of funds bequeathed by Lady Mico for educational purposes ; but they were soon afterwards closed. Other schools were then established by the several religious bodies, and were aided, but not superintended nor controlled by the Government. At the close of the first half of the nineteenth century, the number of such schools attended by some 1,000 children was about forty, and the aid given by the Government was between £1,000 and £2,000 in part payment of the salaries of the teachers.

In 1851 a system of Primary Education was introduced by the Governor, Lord Harris, of which the following were the fundamental principles :—

(a.) The formation of a Board of Education composed of the Governor, and such members, being laymen, as might be appointed by the Governor.

(b.) The appointment of a salaried Inspector of Schools.

(c.) The establishment of a training school for teachers of primary schools to be maintained from public funds.

(d.) The establishment of primary schools in each of the wards into which the Colony was then divided, to be maintained entirely from the funds of the respective wards ; whereupon the aid given to other schools in such wards was to be withdrawn.

(e.) No fees were charged for admission to the primary schools.

(f.) The instruction to be given at the training and primary

System of
Primary
Education in-
troduced in
1851.

schools was to be secular, and without direct religious or doctrinal teaching.

(g.) The training and primary schools were to be under the control of the Board of Education, and subject to the supervision of the Inspector of Schools.

(h.) The teachers were to be appointed by the Board of Education, but no teacher was to be appointed before undergoing an examination by the Board, and receiving a certificate of competency.

(i) At the primary schools instruction was to be provided not only for day scholars, but also for evening and adult classes. Schools in the boroughs of Port of Spain and San Fernando receiving aid from public funds were to be subject to inspection whilst receiving such aid.

Secondary Education continued for a time to be left to private Government enterprise, but in 1859 there was established in Port of Spain, the principal town of the Island, a secondary school for boys, under the management of the Board of Education, and maintained from public funds. It received the name of the Queen's Collegiate School, and was open to students of any religious denomination. No direct religious teaching was to be given; but attendance at some place of worship was to be a condition of admittance to and continuance at the school. The fees charged were to be paid into the Colonial Treasury, and were fixed at £15 a year for one pupil, £12 a year each for two of the same family, and £9 a year each for three or more of the same family. Two exhibitions of £150 a year each for three years were offered for competition at annual public examinations.

In the system of education which was thus established no charge was introduced until the year 1870. During this interval the opinion of the Roman Catholic community in regard to Lord Harris's scheme had veered from acquiescence to a most uncompromising opposition to the principle of secular education; whilst opinion amongst the clergy and the laity of other denominations appears to have been divided. Primary schools had been established throughout the Island, in addition to the ward schools, by the clergy of the various denominations without aid from public funds; and in Port of Spain a Roman Catholic secondary school for boys, carried on without State aid, had reached an attendance of over 100.

In 1869, Mr. (afterward Sir) P. J. Keenan, at that time an Inspector of Schools under the Commissioners of National Education in Ireland, and subsequently himself Resident Commissioner, who had been selected by the Secretary of State for the Colonies to inquire into and report* upon the state of Education in Trinidad, gave the following list of the schools (whether aided by the Government or not) which he visited and examined:—

secondary school established in 1859.

Mr. Keenan's report on Education in Trinidad, 1869.

* Mr. Keenan's Report can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

UPPER CLASS SCHOOLS.	Pupils present.		
	Boys.	Girls.	Total.
1. Queen's Collegiate School* - - - -	68	-	68
2. College of the Immaculate Conception † - -	111	-	111
3. S. Joseph's Convent‡ - - - -	-	82	82
4. The Normal School* - - - -	7	-	7
5. Boys and Girls Model Schools* - - - -	103	229	332
6. The Free Model School‡ - - - -	76	-	76
7. Three Borough Schools of Port of Spain‡ and San Fernando* - - - -	222	33	255
PRIMARY SCHOOLS.			
8. Thirty Ward Schools* - - - -	804	389	1,193
9. Thirteen Non-endowed Roman Catholic Schools‡ - - - -	217	214	431
10. Twenty-two Non-endowed Protestant Schools‡ - - - -	256	250	506
11. The Coolie Orphan Home‡ - - - -	25	17	42
Total - - - -	1,889	1,214	3,103

The public expenditure in 1868 had been £8,800 : namely, £2,700 on the Queen's Collegiate School, and £6,100 on the Ward Schools and the Normal and Model Schools.

At the thirty-five schools which were subject to Government inspection, including the two Model Schools, the three Borough Schools, and the thirty Ward Schools, the number of scholars enrolled in 1868 was 2,836, and the average daily attendance 1,672. There is no record available of the attendance at the thirty-five non-endowed denominational schools which were visited by Mr. Keenan.

Mr. Keenan's
suggestions
in regard to
Primary
schools.

Mr. Keenan's report, which severely condemned the educational results obtained in the primary schools, contained the following suggestions :—

(a.) The compilation of a set of school books suitable to the Colony, and descriptive of its natural phenomena, productions, etc.

(b.) That the appointment of schoolmistresses should be encouraged with a special view to the teaching of needlework ; and that attached to each school there should be a workshop and garden, in order that the boys might be taught carpentry and agriculture.

(c.) The institution of two Reformatory Schools, based in principle upon a modification of the English Reformatory and the English Industrial School Acts.

* Under the administration of the Board of Education.

† Under the control of the Borough Council, but subject to Government inspection.

‡ Independent of Government aid or inspection.

(d.) The abolition of the Boys' and Girls' Model Schools, and also of the Normal School.

(e.) That instead of establishing any Government Normal School, a scheme of monitorships should be instituted as an effective means of providing highly-qualified teachers for the Colony in future.

(f.) That the plan then in force of exclusive management on the part of the State should be abolished; and that, in future, all schools should be placed under the care of responsible persons having local relation or connection with the places in which the schools were situated.

(g.) That the management of each ward school should be vested in the clergyman of the same religion as the majority of the pupils—such arrangement, however, not to operate to the prejudice of any other person, clergyman or layman, who, commanding a sufficient attendance of pupils and a suitable school house, might choose to establish a school under his own management.

(h.) As regards religious instruction, that no child on account of class, creed or colour, should be refused admittance to a school aided by the State; and that no child should be exposed, directly or indirectly, to the danger of proselytism.

(i.) That every manager should be allowed free scope as to the course of religious instruction he might choose to adopt, and as to the employment of the person by whom such instruction should be imparted.

(j.) That the parent, by a formal act of registration, should determine the religion of his child; and that the parish clergyman of the same religion as the child should then have the right to give his co-religionist instruction, at some convenient time, in the school-room.

(k.) That the principle of paying for ascertained results should be applied to the Trinidad teachers; that one-third of their income should be dependent upon the results of their teaching, as ascertained by the Inspector at an annual examination; that another third should be dependent upon a quarterly report of the manager; and that the remaining third should arise from a "classification" or "certificate" salary.

(l.) The propriety of extending to the East Indian coolies the opportunity of participating in the advantages of the public system of education.

(m.) The abolition of the existing Board of Education, and the appointment of a new board of twelve members—six Roman Catholics and six Protestants.

Mr. Keenan's suggestions in regard to Secondary Education were of a far-reaching character. He proposed the foundation of a University for the West Indies; that its seat should be in some central and important Colony; that its functions should be limited to a power of examination and of conferring degrees; that in each Colony connected with it, a Deputy Council, having the charge of local examinations, should be established: that the grant to the

Mr. Keenan's suggestions in regard to Secondary Education.

Queen's Collegiate School should be withdrawn ; that the Deputy Council should have power to grant certificates of affiliation with the University to any college or school that opened its doors to all classes, and observed the conscience clause ; and that the Deputy Council should award results' fees on a fixed scale to such colleges or schools, dependent on the number of scholars who might pass satisfactorily the examination to be conducted by the University.

In case the project for the establishment of a University should be deemed impracticable, Mr. Keenan proposed that then the Board of Education should perform all the functions (except the conferring of degrees) with which he proposed to endow the Deputy Council in connection with the University.

He also suggested that, instead of requiring the wards to support their own schools, the education tax should be equally distributed over all taxpayers, and that the proceeds should be placed to the credit of the Board of Education for the general purposes of the system.

Education
Ordinance
of 1870.

In 1870 an Education Ordinance was passed relating to both Primary and Secondary Education. As regards the former, the chief provisions were :—

1. The establishment of a Board of Education, consisting of the Governor as President, and such persons as the Governor might appoint ; one of whom was to be named by the Governor as Vice-President ; and the President, Vice-President, and eight members (four chosen by the Roman Catholic members, and four by the non-Roman Catholic members) were to form an Executive Committee of the Board.

2. Schools of primary education were divided into two classes ; first, schools already established or to be thereafter established by the Government, and to be maintained entirely from the public funds of the Colony ; and, secondly, assisted schools to be established by local managers, to which aid should be contributed from the public funds.

3. At the Government schools direct religious teaching was not to form part of the instruction to be given ; but ministers of religion, or persons appointed by them, were to have access to the schools for the purpose of giving religious instruction to the children of their respective denominations.

4. The conditions under which aid might be given to assisted schools by the Board of Education were :—

- (1.) That the property and control of the school should be vested in trustees, who should be the local managers, having the power to appoint and dismiss the teachers.

- (2.) That the teachers to be so appointed should be duly licensed by the Board of Education.

- (3.) That the school should be open to all children, without distinction of religion or race.

- (4.) That no child should receive any religious instruction objected to by the parent or guardian, or be present whilst such instruction was being given.

(5.) That free access should be given under regulations approved by the Board of Education to all ministers of religion, or persons appointed by them, who might desire to afford religious instruction to the pupils of their own persuasion.

(6.) That the schools should be at all times open to inspection.

(7.) That the fees, if any, payable by the scholars, should not exceed in amount a scale to be fixed by the Board of Education.

(8.) That the rules and books of secular instruction should be subject to the approval of the Board of Education. The aid which assisted schools were to receive was to consist, first, of grants of money towards providing school houses and the furniture and apparatus (in such proportion to the amounts contributed by the local managers, as the Board of Education might determine), and, secondly, of contributions towards the remuneration of the teachers.

The remuneration of the teachers of all primary schools was to consist :—

1. Of a fixed salary according to the class of the certificate from the Board of Education held by the teacher.

2. A capitation grant in proportion to the educational results.

3. A capitation grant in proportion to the attendance of the pupils at the school.

The local managers of assisted schools were to be responsible for one-fourth of the remuneration of the teachers. Power was given to the Board of Education to order the discontinuance of any Government school in any district in which assisted schools sufficient for the instruction of the children of the district should be established and conducted to the satisfaction of the Board.

In regard to Secondary Education, the Ordinance provided for the establishment of a College in Port of Spain, to be called the "Royal College of Trinidad," in place of the Queen's Collegiate School, the management of which was vested in the Governor and a Council to be appointed by the Governor; and also gave the College Council power to affiliate schools of secondary instruction to the Royal College; such schools upon application becoming entitled to grants in aid from public funds. The same Ordinance further provided for three admissions to the Royal College of pupils from the primary schools; and for four exhibitions annually of the value of £150 each, for three years, tenable by the students of the Royal College or any affiliated school, at some University in Great Britain or Ireland.

Provisions in regard to Secondary Education.

It appears that, during the next five years, only two primary assisted schools claimed grants in aid under this Ordinance; and in 1875 another Education Ordinance was passed, authorising alternative grants in aid to assisted schools, consisting of annual payments for each scholar who passed satisfactorily at the Inspector's annual examination of the school.

Education Ordinance of 1875.

In the same year, the law as to school fees was altered. Hitherto, the education given in the Government schools had been free, and

School fees made compulsory in 1875.

the managers of assisted schools had been at liberty to charge a fee or not, as they pleased, the amount of any such fee being, however, subject to the approval of the Board of Education. It appears that the competition of the free Government schools was assigned as one of the chief reasons why only two assisted schools had been established under the Ordinance of 1870, and in 1875 an Ordinance was passed requiring that fees should be charged at all primary schools, and making it a condition of aid to an assisted school, that a certain proportion of the fees chargeable should be collected.

Increase in
schools and
attendance
from 1868-
1898.

Under the system of grants authorised by the law of 1875 the number of assisted schools rose to thirty-five during the next three years, and to seventy-six during the ten years following. Some idea of the general progress in respect of primary education may be gathered from the following figures :—

Years.	Government Schools.	Assisted Schools.	Roll. No. on	Attendance. Average
1868 - - -	35	-	2,836	1,333
1878 - - -	47	35	7,292	4,393
1888 - - -	65	76	15,969	11,000
1898 - - -	57	147	24,866	15,817

Meanwhile the population had increased from 69,600 in 1851 to 109,638 in 1871, to 153,128 in 1881, and to 200,028 in 1891.

Education
Ordinance of
1890.

In 1890, after some agitation, during which it was urged that under the system of grants-in-aid based on the results of annual examinations under the Ordinance of 1875, the assisted schools did not receive sufficiently liberal treatment as compared with the Government schools, another Education Ordinance* was passed, repealing that part of the Ordinance of 1870 that related to primary schools, and the Ordinance of 1875, and re-enacting the principal provisions of the Ordinance of 1870 with regard to primary schools. The change in the law chiefly concerned the assisted schools. In lieu of grants depending on results, the Government undertook to grant aid to managers in respect of buildings and school furniture to the extent of three-fourths of their cost, and also to pay three-fourths of the teachers' emoluments. The compulsory payment of school fees was continued, but provision was made for exempting from payment the children of immigrants, imported from India, during the immigrants' term of indenture, which lasted for five years, and also the children of parents who, on account of poverty, might be unable to pay the school fees; and the Government undertook to pay to the managers of assisted schools the fees of scholars exempted from payment.

The employment of certificated teachers was required, the existing teachers being allowed a period of five years in which to qualify for

* See Appendix A. (i.)

certificates. Provision was also made for the maintenance of Training Schools for teachers, both Government and assisted, and for special Indian schools for the children of immigrants from India and their descendants, who at this time numbered 70,218, about one-third of the entire population.

For some years previous to 1890 special schools for this class of children had been receiving attention, more especially at the hands of Presbyterian Missionaries from Canada, who undertake special work amongst the East Indian population of the Colony; and in 1889 there were thirty-one such schools receiving Government aid, with an average daily attendance of 1,244 children.

Legislative changes in the system of primary education have recently been made—in 1901 and 1902*—the principal change being the abolition of school fees. In lieu of any fee grant, the Government has undertaken to pay the whole of the emoluments of the teachers in the assisted schools, instead of only three-fourths as previously, reducing at the same time the grants to existing schools for buildings and furniture; and in the case of assisted schools to be established in the future the Government undertakes to pay the teachers only, without making any grants for buildings or furniture.

Education
Ordinances of
1901 and
1902.

The Island of Tobago, lying about twenty miles to the north-west of Trinidad, has an area of about 114 square miles. During the wars between England and France in the latter part of the eighteenth century and the early years of the nineteenth century it was throughout a bone of contention, and was finally ceded to Great Britain by the Treaty of Paris in 1814. In the year 1899 it was constituted a ward of Trinidad, and its elementary schools, numbering twenty-seven, under denominational management, with a roll of 3,388 scholars, and an average daily attendance of 2,052, were then brought under the control of the Trinidad Board of Education.† For some years previously Tobago had been in an extremely depressed financial condition, and the expenditure by the Government on the elementary schools had not much exceeded £600 annually. The estimated population in 1899 was between 20,000 and 21,000.

II. THE EXISTING SYSTEM.

A. PRIMARY EDUCATION.

The administration of the elementary education laws rests with the Board of Education, appointed by the Governor of the Colony, of which the Governor is the Chairman. The Board makes the Code‡ of Rules and Regulations, which is administered by the Education Department, under the Inspector of Schools.

Board of
Education.

The elementary schools are of two kinds:—(1) Government schools, which are established and maintained entirely from the

Government
schools.

* See Appendix A. (vi.), (vii.), (viii.)

† See Appendix A. (v.), (vi.).

‡ See Appendix B.

Assisted schools.

general revenue of the Colony, and (2) assisted schools, which are established by private persons, these being in nearly all cases the clergy of the various religious bodies.

Local management.

Both the Government and assisted schools are required to have at least two local managers. In the case of the rural Government schools the Warden of the district (the principal executive Government officer), is always one of the local managers; in many cases it is not possible to obtain anyone else educationally fit for the position, and practically the management of the Government schools devolves upon the Education Department.

As regards the assisted schools the corresponding managers at present are all clergymen, and with them rests the appointment of their co-managers.

All teachers paid directly by the Government.

The teachers in both classes of schools are required to be certificated by the Board of Education, and are entitled to the same rates of remuneration. Previous to April, 1901, only three-fourths of the remuneration of the teachers in the assisted schools were paid by the Government, the managers being responsible for the other fourth; but from the above-mentioned date the teachers of all elementary schools under the control of the Board of Education are paid directly by the Government and in full.

School fees abolished in 1901.

Since April 1901, the school fees, which had previously been compulsory in all schools at the rate of twopence a week for each scholar (except for the children of indentured Indian immigrants, and children exempted from payment on account of the poverty of their parents), were generally abolished. The Ordinance No. 6 of 1901,* however, provides for the collection of fees in schools in boroughs with the sanction of the Board of Education, and at present fees are charged at five or six of the elementary schools under this provision.

Finance. †

In 1900 the cost of the Government schools (fifty-seven in

* See Appendix A. (vi.).

† Extract from the Annual Report of the Inspector of Schools, Trinidad, for the year ended March 31st, 1902.

The expenditure from the votes for elementary education amounted to £39,558, under the following heads :—

Heads of Expenditure.	Amount Expended.
	£
Government Schools - - - - -	10,158
Assisted Schools - - - - -	24,212
Exhibitions at Colleges - - - - -	275
Government Training Schools - - - - -	1,186
Assisted " " - - - - -	718
Administration and Inspection - - - - -	3,009
Total—1901-1902 - - - - -	39,558

number) was £10,322. Of this sum £8,668 was paid to the teachers, £1,556 was expended on school buildings and furniture and apparatus, and £98 was spent on lectures on agriculture to existing teachers.

The expenditure on the elementary schools (Government and assisted) was incurred under the heads shown in the following table ; which also gives the corresponding expenditure in 1900 :—

Heads of Expenditure.	Government Schools.		Assisted Schools.	
	1900. £	1901-02. £	1900. £	1901-02. £
Teachers' salaries and other emoluments - - - -	8,668	8,311	15,538	20,631
Rents of school buildings - -	843	826	3,709	} 2,675
Furniture and apparatus - -	713	902	1,041	
Fees of exempted scholars - -	—	—	3,084	716
Agricultural Training - - -	98	119	186	100
	10,322	10,158	23,558	24,122

This table, under the columns for assisted schools exhibits the financial results of the legislative changes made in April, 1901, in regard to the aid given to assisted schools. At the date mentioned the compulsory payment of school fees was generally abolished, such fees being retained only in two Government schools, and four assisted schools in Port-of-Spain ; and this abolition was necessarily accompanied by that of the payment by the Government to managers of assisted schools of the school fees of exempted scholars—the sum of £716 which appears under this head in the above table being merely a payment in respect of the year which ended on the 31st March, 1901. In lieu of the payment of such fees, the Government thenceforth undertook to pay in full the salaries and other emoluments of the teachers employed in assisted schools instead of, as heretofore, only the three-fourths, with a reduction, however, of the grants hitherto paid for buildings, furniture and apparatus, to the extent of one-third, the total of the grants to the assisted schools remaining practically the same as it was previous to the changes referred to.

Taking the total expenditure £39,558 and the average daily attendance [19,562] at all schools, it will be seen that the average cost of each child in average attendance during the year was £2 ; whilst a comparison of the expenditure of the Department on individual schools for maintenance during the year shows the average cost of each child in average attendance at the Government schools to have been £2 2s. 5d., as compared with £2 6s. 8½d. for 1900 ; and in assisted schools £1 12s. 5d., as compared with £1 13s. 5d. for 1900.

It must be borne in mind that these figures refer only to the expenditure by the Education Department, and do not include in the case of the Government schools the amount expended by the Public Works Department in the repairs to the school buildings which are the property of the Government, nor in the case of assisted schools the expenditure by the managers on buildings and apparatus.

The former amounted to £347 ; and the latter is shown to have exceeded £3,000 ; the returns in respect of this expenditure not being quite complete, notwithstanding my efforts, by repeated applications, to obtain complete returns.

During the same year the expenditure by the Government on the assisted schools (183 in number) amounted to £23,558. Of this sum £15,538 was paid directly to the teachers, £4,750 to the managers for school buildings and apparatus; £186 was spent on the lectures given to the teachers on agriculture, and £3,084 was paid to the managers as the school fees of exempted scholars, going ultimately to the teachers as the one-fourth of salaries and other emoluments, for which the managers of assisted schools were then responsible.

The total expenditure by the Government (entirely from the general revenue of the Colony) on elementary education for the year 1900* was distributed as follows:—

	£
Government Schools - - - - -	10,322
Assisted Schools - - - - -	23,558
Exhibitions held by boys from Elementary Schools at	
Secondary Schools - - - - -	269
Government Training Schools - - - - -	1,171
Assisted Training Schools - - - - -	812
Administration and Inspection - - - - -	2,986
Total - - - - -	39,118

The school fees paid by the scholars in Government schools amounted to £1,006 and in assisted schools to £1,328. The former sum was paid into the Colonial Treasury, and the latter went to the managers towards the expenses of the schools. From the returns furnished by the managers of the assisted schools it appears that £4,055 derived from voluntary contributions was also spent on those schools during the year.

The population of Trinidad and Tobago, as ascertained by the census of 1901, was 273,185. The number of children on the registers of the 239 public elementary schools on the 31st of March in that year was 32,214, or 11·7 per cent. of the population, and the number in average attendance during the quarter ended the 31st March of the same year was 18,931, or 7 per cent. nearly of the population.

The percentage of children on the registers in average attendance

* In 1902-03 the total expenditure on primary schools was £38,707. (Colonial Reports. Annual. No. 407. Trinidad and Tobago. Report for 1902-03. Cd. 1768-12.)

† Extract from the Annual Report of the Inspector of Schools, Trinidad, for the year ended March 31st, 1902 :

ATTENDANCE.

During the year there was an increase both in the number of scholars enrolled and in the average daily attendance. The average number on the school rolls during the year was 32,858; the number on the rolls on the last day of the year was 33,872; and the average daily attendance for the year was 19,562. For the year 1900—the last complete year reported on—the figures were on roll on December 31st 30,137; average daily attendance for the year 18,530.

The increased attendance has been general at all classes of schools, and it is so far satisfactory; but it must at the same time be borne in mind that the total number of children of schoolable age who should be on the rolls of the elementary schools is over 50,000, on the usual assumption that this class of children comprises about one-fifth of the total population.

on March 31st, 1901, was 58·76. Attendance at school is not compulsory. A Commission appointed in 1895* to consider the question of free and compulsory education in the primary schools of the Colony, recommended by a majority of its members that attendance should be made compulsory for children between the ages of six and ten ; but in consequence of financial and other difficulties attending the question in a Colony in which so large a proportion of the children are illegitimate, the recommendation of the Commission has not been adopted.

The proportion of children attending school to the population is smaller in Trinidad than it would be but for the very large percentage of the population that consists of East Indian immigrants and their descendants. These do not intermarry with the rest of the population, and at the census of 1901 they numbered 85,686 out of the total of 273,185, or 31·4 per cent.

The subjoined table gives a summary of all the schools in operation on the 31st March (1902) in Trinidad and Tobago, the number of scholars on roll at the same date, the number for whom there is accommodation, and the average daily attendance for the year :—

SCHOOLS.	No. of Schools.	Accommodation.	No. on Roll 31st March.	Average Attendance
Government Schools - -	51	9,723	7,946	4,714
<i>Assisted Schools, Trinidad.</i>				
Roman Catholic - - -	67	11,820	9,605	5,613
Church of England - - -	36	6,354	6,504	3,898
Canadian Mission (Presbyterian)	49	5,032	4,693	2,633
Wesleyan - - - -	4	950	909	534
Moravian - - - -	1	107	165	90
Total Assisted Schools, Trinidad	157	24,263	21,876	12,768
Government Schools, Trinidad - - - -	51	9,723	7,946	4,714
Total Trinidad Schools - -	208	33,986	29,822	17,482
<i>Assisted Schools, Tobago.</i>				
Church of England - - -	11	1,237	1,503	777
Moravian - - - -	8	1,212	1,347	717
Wesleyan - - - -	7	948	844	425
Roman Catholic - - -	3	332	356	161
Total Assisted Schools, Tobago	29	3,729	4,050	2,080
" " " Trinidad	157	24,263	21,876	12,768
† Total Assisted Schools, Trinidad and Tobago - - -	186	27,992	25,926	14,848
Total Government Schools -	51	9,723	7,946	4,714
Total all Schools, Trinidad and Tobago - - - -	237	37,715	33,872	19,562

* For Report of Commission see Appendix D.

† Of these, 46 are Special Indian Schools, viz., 1 Roman Catholic, 3 Church of England, and 42 Canadian Mission Schools.

The East Indians (in which term I include the descendants of immigrants born in Trinidad as indicated above) send their children to school, especially the girls, with the utmost reluctance; and although 48 of the 239 schools mentioned above as the total number of public elementary schools existing on the 31st March, 1901, are schools specially established by Presbyterian Missionaries from Canada for East Indian children (though open to all other children), the total number of East Indians on the school registers on the 31st March, 1901, was only 4,384, with an average daily attendance, during the immediately preceding quarter, of 2,496. Of the 4,384 children on the registers, 3,460 were boys, and 924

Below is a comparative statement of the school attendance for the last eleven years.

Year.	No. of Schools.	No. of Scholars on Roll on last day of the year.	Average Daily Attendance.
1892 - - - - -	182	18,247	10,992
1893 - - - - -	185	18,483	12,027
1894 - - - - -	189	20,621	13,297
1895 - - - - -	187	21,895	13,890
1896 - - - - -	189	22,480	14,504
1897 - - - - -	196	23,951	15,055
1898 - - - - -	204	24,866	15,817
1899 (including Tobago) -	240	30,513	19,583
1900 " " -	239	30,137	18,530
1901-1902 " " -	237	33,872	19,562
1902-1903 " " -	241	37,972	20,777

The average daily attendance has, it will be seen, only recovered in 1901 the drop that occurred in 1900; and the somewhat disproportionate increase in the number of scholars on roll is explained by the fact that, whilst the number given above is that on the rolls on the last day of the year reported on (hitherto the 31st December but now the 31st March), the number of children on the rolls is always considerably larger on the latter date than it is on the former.

The number of scholars on the rolls on the 31st December, 1901, was 30,706; and the proportion of the average daily attendance to the latter number is 63·7 per cent.; but if the number on the rolls on the 31st March be taken, a similar proportion is only 57·7 per cent. Unless this is borne in mind, it might appear from the figures in the last table that the percentage of the average daily attendance to the number of scholars on the rolls was less for 1901-2 than it had been in previous years, which was not the case.

Taking 57·7 as the percentage of the average daily attendance to the number of scholars on the rolls on the last day of the year for all schools, it will be seen that this percentage was for Government schools, 59·3; for the assisted schools in Trinidad, 58·3; and for the Tobago schools, 51·3 only.

For the Trinidad assisted schools, exclusive of the Canadian Mission schools, the percentage was 59 nearly, and for the Canadian Mission schools (having on their rolls a large preponderance of Indian children) the percentage was 56·1. [This extract has been amended by including the figures for 1902-3 from the Annual Colonial Report for that year (No. 407, Cd. 1768-12) and making the necessary consequential alterations.—*Ed.*]

were girls. If the East Indian children attended school in the same proportion as the children of the rest of the population, there would be between 12,000 and 13,000 such children on the school registers, instead of not quite 4,400, and the total number on the registers would be 14·8 per cent. instead of 11·7 per cent. of the population.

It seems certain that without compulsory attendance no substantial increase in the number of East Indian children on the registers can be secured. As a direct means of increasing the attendance at schools in the absence of compulsory attendance, a grant is made every three months to each head teacher at the rate of sixpence for each scholar in average daily attendance during the three months. The limits of age during which the attendance of scholars may be reckoned are four and fifteen. Children over fifteen are allowed to attend school under certain restrictions as to sex, but their attendance is not taken into account in computing the average attendance.

During the year ended March 31st, 1902, 231 schools were examined, with a total number of 31,832 children on the registers. Of these 25,350 were present at the examinations, and only 19,711 had made 100 attendances or more during the preceding school year. Of the 19,711 just mentioned, 9,302 were in infant classes, and 10,409 were examined in the Standards. The numbers who passed in the respective Standards were: 3,147 in Standard I., 2,280 in Standard II., 1,683 in Standard III., 887 in Standard IV., 521 in Standard V., 217 in Standard VI., and 63 in Standard VII.; or 8,798 (84·5 per cent.) in all. The comparatively large numbers in the lower standards are noticeable, but hardly surprising in the absence of such compulsory regulations as would require prolonged attendance. Unlike Jamaica, where school is generally held for only four days in a week, the elementary schools in Trinidad and Tobago are held for five days in a week; and the minimum number of meetings in the year (morning and afternoon) for a school is 400.

Statistics of elementary education, 1901-1902.

Enquiry in regard to private elementary schools a few years back showed that there were then some fifty-five such schools not under Government inspection with an attendance of not quite 2,000 scholars. Several of these were schools specially established for East Indian children by the Canadian Missionaries previously mentioned; and most of the others were small schools maintained by the clergy of different denominations; the remaining few being conducted by teachers for their own benefit.

Private elementary schools.

The elementary schools are examined and inspected by three Assistant Inspectors, the Colony (including Tobago) being divided into three school districts. Each school is examined once annually, and visited without notice generally twice in the year. On the results of the annual examination the head teacher receives a bonus in addition to his fixed salary, varying from two to four shillings on each scholar in average daily attendance during the school year.

Inspection.

The Inspector of Schools, the Assistant Inspectors, and the clerks in the Education Department are all appointed by the Governor, the appointments being subject to confirmation by the Secretary of State for the Colonies.

Teachers' salaries.

The teachers in the Government schools are appointed by the Governor; and those in the assisted schools by the managers. The scale of salaries is the same in each class of school, and depends on the class of certificate held by the teacher subject to the average attendance at the school at which he is employed. These salaries are paid directly to the teachers by the Government monthly. They range from £30 a year, in the case of a fourth-class head teacher newly appointed to a small school, to £100 a year, paid to a first-class teacher after four years' continuous service as such, for male teachers; similarly from £25 to £75 in the case of female head teachers. The salaries of assistant teachers range from £25 to £60 for males, and from £25 to £50 for females. A head teacher, in addition to his monthly salary, is entitled either to a residence or to an allowance for rent in lieu of a residence; and also, as previously mentioned, to a capitation grant on the average attendance, and a bonus based on the results of the annual examination of his school.

Certificates.

The certificates awarded to teachers by the Board of Education are of three classes. A first-class certificate is awarded only to a teacher who has had seven years' satisfactory service as a second-class teacher. Second and third-class certificates are issued to teachers who have passed a satisfactory certificate examination (held annually), and have afterwards had from two to three years' satisfactory service as teachers. A fourth class of teachers is also recognised, comprising those who have had five years' service as pupil-teachers, and have passed all their examinations as such. Teachers of the fourth class may be employed in charge of small schools having an average attendance of less than fifty, or as assistant teachers in larger schools.

Pupil teachers.

Pupil-teachers may be employed at the rate of one for thirty scholars in average attendance, and an additional one for every twenty scholars in average attendance after the first thirty.

A pupil-teacher before appointment must have passed the examination for the Fifth Standard, and must be at least fourteen years of age and in good health; and must pass an examination at the end of each year of service up to the fourth.

The rate of payment during the first year of service is £5 per annum; and for each succeeding year £7 10s., £10, £12 10s., and £15 respectively. The number of pupil-teachers examined during the year ended March 31st, 1902, was 194, of whom 164 passed according to the following table:—

Year.	1.	2.	3.	4.	Total.
Examined - -	48	63	48	35	194
Passed - -	36	59	40	29	164
Per cent. passed -	75	93·6	83·3	82·8	84·5

There are four Training Schools, two exclusively maintained by the Government, and two assisted by the Government, but under denominational management. Training schools.

The numbers of students attending the different Training Schools at the close of 1900 were :—

Government Training School (Males)	-	-	-	-	12
Government Training School (Females)	-	-	-	-	16
Roman Catholic Training School (Females)	-	-	-	-	10
Presbyterian Training School (for Indian teachers—Males)	-	-	-	-	6

The term of training in each is for two years. The curriculum includes school management, arithmetic, English (including grammar and composition, and one or more set authors), geography, music, drawing, mensuration (for men), algebra (for men), principles of agriculture (for men), Hindi (for East Indian teachers), needlework (for women), and kindergarten work (for women).

The Government grants to the Assisted Training Schools are at the rate of £40 per annum for each resident student, and £8 for each non-resident student. An allowance for buildings in the form of rent is also made to each Assisted Training School.

All the Training School students are examined annually at the certificate examinations just before Easter.

At the close of the year 1900 there were 237 head teachers employed in the elementary schools, of whom 33 held first-class, 34 held second-class, and 101 held third-class certificates, whilst 63 were registered as fourth-class teachers, and 6 held certificates for competency to teach in special Indian schools. Proportion of certificated teachers of different grades.

There were also 196 assistant teachers employed, of whom 3 held first-class, 31 held second-class, and 47 third-class certificates, whilst 88 were registered as fourth-class teachers, and 3 held certificates for special Indian schools. There were also 27 women employed in teaching needlework only. Of the 237 head teachers, 32 were women; and the majority of the assistant teachers mentioned above were also women; the proportion of male to female assistant teachers being approximately 1 to 4.

Some nine or ten head teachers of Government schools are entitled to the same pension rights as other civil servants, and the other teachers employed in the Government schools have been usually granted pensions by the Government at a reduced rate. There is no pension scheme for teachers employed in the assisted schools. The Education Ordinance of 1930 empowers the Board of Education to establish a fund for the purpose; and five or six years ago regulations for a pension fund were drafted and considered; but were eventually abandoned, after a report on them had been obtained from an actuary, on the ground that the scheme would have involved an expenditure that the Board was unable to meet. Pensions.

In the Government schools no religious instruction may be given by any of the teachers either in or near the schoolhouse; but any clergyman may at times fixed for the purpose either give religious Religious Instruction.

instruction himself to the scholars of his own denomination, or appoint someone to do so.

In the assisted schools religious instruction may be given either by the teachers or others at the beginning or end of any meeting of a school, but not during the hours of secular instruction, which must be two at least at each meeting. The times of religious instruction must be inserted in the time-table, and scholars of other denominations must be allowed to withdraw during the times when religious instruction is being given.

Singing and drill.

The teaching of singing and drill is required in every school. Cookery and domestic economy have not been included in the school course.

Drawing.

Drawing is taught in some schools, chiefly those which do not attempt to teach practical agriculture.

Agriculture.*

Agriculture has recently been added to the subjects of instruction in the elementary schools. During the years 1899 to 1901 inclusive, courses of lectures to the existing teachers and to certain students from the Government Training School have been given on agricultural chemistry and the theory and practice of agriculture; and the subject of practical agriculture, taught by means of school gardens or pot and box culture, is specially considered when the head teacher's annual bonus on the results of the examination of the school is awarded. Up to the 31st March, 1902, school gardens had been started in 149 schools, and at seventy-eight of these the work had been sufficiently advanced at the time of the annual examinations to be reported on by the Inspectors and to earn a bonus. The Inspectors' reports indicate that considerable interest has been taken generally in the work, and that the progress so far attained has been very encouraging.

A show of vegetables grown in school gardens, which was held in Port of Spain in January, brought together exhibits from forty schools situated in different parts of the Island, and showed the evident interest that has been aroused by the introduction of agriculture as a subject of instruction in the elementary schools.

* Practical agriculture now forms a part of the daily teaching in most schools of the Colony. The institution of School Vegetable Shows has proved a decided success, the local Committees having entered heartily into the work. The following extract from the Annual Report of the acting Inspector of Schools laid before the Legislative Council at its last meeting is of interest :—

"Nearly every rural school has its tidy little garden, in place of the wilderness of weeds and rank grass formerly so much in evidence. In many instances the garden's sphere of usefulness is not limited to the supply of edible vegetables, but it serves also as a miniature experiment station. Here may be seen plants in various stages of cultivation and perhaps even of uncultivation; some flourishing in soil rendered rich by manures, side by side with others struggling for existence for want of such aid; some lank and attenuated from overcrowding, others vigorous and healthy from being allowed ample room for growth; some sun-exposed and pining for want of water, others delicate and weakly from a too-liberal supply of both water and shade. In such a school garden (and I have several in my mind) the pupils are receiving one continuous object-lesson."—(Colonial Reports. Annual. No. 407. Trinidad and Tobago, Report for 1902-3, Cd. 1768-12).

The introduction of manual training into the elementary schools is now being considered. Manual training.

There is no system of continuation schools or classes. There are some night schools established by the Canadian Missionaries for East Indians ; but a system of evening continuation schools would mean a very considerable change in the social habits of the labouring classes, who rise early and begin work about six in the morning, retiring to bed very early in the evenings. Continuation schools.

B.—SECONDARY EDUCATION.

No legislative change has been made in regard to secondary education since the passing of the Education Ordinance of 1870. Under that Ordinance there are three secondary schools for boys, namely, the Queen's Royal College, and the affiliated schools, St. Mary's College and Naparima College. Secondary Schools for Boys.

The Royal College is wholly maintained from public funds (the scholars' fees being paid into the Treasury) ; whilst the two affiliated schools are in receipt of grants-in-aid.

The Royal College and St. Mary's College (which has been affiliated since 1870), are situated in Port of Spain, the capital ; the Naparima College, which was affiliated to the Royal College in 1901, is in San Fernando, the second town of the Island.

The attendance at the several colleges is : Royal College, 120 ; St. Mary's College, over 200 ; Naparima College, 45.

The lower classes of the three schools are annually examined by the Cambridge Local Examinations Syndicate ; and the boys of the upper classes take the Cambridge Local Senior and Junior Examinations.

Four exhibitions, tenable at one or other of the colleges, are annually open to competition amongst boys attending the elementary schools ; these provide for free tuition and a supply of the necessary school books and stationery. (See Appendix B—Board of Education Exhibitions)

Four scholarships, each of the annual value of £150, and tenable for three years at any University in Great Britain or Ireland, or at any other educational institution approved of by the Council for the management of the Royal College, are open each year to competition, and are awarded on the results of the Cambridge Senior Local Examinations.

The total Government expenditure on secondary education, including grants of £1,250 to St. Mary's College and £300 to the Naparima College, is approximately £6,800.

The secondary education of girls is entirely under private management, being neither subsidised by the State nor subject in any way to its control. Secondary Education of Girls.

C.—TECHNICAL INSTRUCTION: REFORMATORIES.

Nothing has yet been done in the way of systematic technical instruction, but a committee has recently been appointed to consider the question. Technical Instruction.

Reformatory
and Industrial
schools.

There is one Reformatory for boys under the management of the Church of England, and one for girls under Roman Catholic management; also two Industrial Schools, one under Roman Catholic management and the other under the Church of England. At each of these institutions a fixed sum per head is paid by the Government for the maintenance of each child therein. They are not connected with the Education Department, but are inspected and reported on annually by the Inspector of Prisons, who is also the Inspector of Reformatories and Industrial Schools. The numbers of children in these schools are 298 in the Industrial Schools, and 75 in the Reformatories, and the total cost to the Government is approximately £4,500.

There are no schools for the blind, the deaf and the dumb, or other defective children. The comparatively small number of such children would render any arrangement for giving them special instruction both difficult and expensive.

R. GERVASE BUGHE,
Inspector of Schools.

29th March, 1902.

APPENDIX A.

(i) THE ELEMENTARY EDUCATION ORDINANCE, 1890.

TRINIDAD AND TOBAGO.

AN ORDINANCE to repeal the laws relating to Primary Education in the Colony and to make other provision in lieu thereof. No. 17, 1890.

Be it enacted by the Governors of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows:—

1. This Ordinance may be cited for all purposes as "The Elementary Education Ordinance, 1890," and shall come into operation on the First day of August, 1890. Short title and commencement.

2. In this Ordinance the following words and expressions shall have the following meanings, that is to say:— Interpretation Clause.

"Guardian" shall include every person who has the legal or actual custody of any child.

"Public Funds" shall mean, in the application of this Ordinance to the Island of Trinidad and to the Island of Tobago respectively, the Public Revenues of each of the said Islands respectively which shall be appropriated to the purposes of Elementary Education.

"Teacher" shall include duly qualified Head Teachers and Assistant Teachers, but shall not include other persons employed to give Industrial instruction.

3. The several Ordinances mentioned in Schedule A to this Ordinance shall be and the same are hereby repealed to the extent mentioned in the second column of the said Schedule, and from and after the commencement of this Ordinance the Board of Education heretofore in authority within the Colony shall cease to exercise any functions and be determined, and all Rules and Regulations relating to Primary Education heretofore in force in the Colony shall cease to be in force as soon as Rules made under this Ordinance shall come into force, but shall in the meantime remain in force except so far as they are inconsistent with the provisions of this Ordinance. Abolition of old Board.
Repeal and temporary effect of present Rules.

4. There shall be a Board of Education hereinafter referred to as "The Board," to consist of the Governor as President and not less than eight persons to be appointed by the Governor of whom two at least shall be members of the Legislative Council: Provided that one-half of the members of the Board shall be selected from persons professing the Roman Catholic Religion and the other half from persons not so professing. Every member of the Board shall hold office for the term of two years from the date of his appointment: Provided that any such member may at any time resign office by writing under his hand addressed to the Governor: Provided also that any such member who has not, on the 31st day of December in each year, attended at least one-third of the Meetings of the Board during the preceding twelve months or during his tenure of office in such months, shall be considered to have vacated his seat at the Board, except as herein- Constitution of new Board.
Vacating seat at Board.

Temporary
appointment
of Members.

after provided ; but shall be eligible for reappointment : Provided further that it shall be competent to the Governor if he shall so think fit to appoint a person to act at the Board in place of any member thereof during the temporary absence from the Colony or inability of such member to act, and in such case such member shall not be deemed to have vacated his seat at the Board by reason of such absence or inability to act as aforesaid. [*Amended by Education Ordinance, 1901, Sec. 4, and by Education Ordinance, 1902, Sec. 3 and Schedule.*]

Education
Officers—
Appointment
of.

5. It shall be lawful for the Governor to appoint a Secretary to the Board, an Inspector, and such Assistant Inspectors and other Officers as may in his opinion be necessary for carrying into effect the provisions of this Ordinance, and such Secretary, Inspector, Assistant Inspectors and other Officers shall receive from Public Funds such salaries or remuneration as the Governor with the advice and consent of the Legislative Council shall determine.

Meetings of
Board.

6. The Board shall meet at least once in each month, and unless otherwise specially determined by the members present, each meeting shall be public. If at the time appointed for holding any meeting the President shall be absent, the members present shall choose one of their number to be Chairman of such meeting. Any five members shall form a quorum and shall be competent to transact business at any meeting, and every question shall be determined by a majority of votes of the members present and voting on that question, and in case of an equal division of votes the President or Chairman of the meeting shall have a second or casting vote. The Board shall also keep a Minute Book in which all their proceedings shall be recorded, and shall on or before the 31st day of January in every year lay before the Governor in Council separate Reports of the condition of the several classes of schools established and maintained under this Ordinance with a detailed statement of the expenditure upon the maintenance of such schools.

Chairman

Quorum.

Minute Book
to be kept.

Powers of
the Board.

7. The Board shall have power subject to and in accordance with the provisions of this Ordinance.

(1.) To establish and maintain or discontinue Government Schools.

(2.) To sanction the establishment of and to grant or discontinue aid from public funds to Assisted Schools.

(3.) To control, regulate and direct the local management of all Elementary Schools within the meaning of this Ordinance, the instruction to be given and the books and apparatus to be used in such schools and the routine and discipline to be enforced therein, the expenditure and application of a moderate sum from the funds appropriated to purposes of Elementary Education in rewards to scholars in Elementary Schools, the qualification certificates of competency to be required from all teachers in such schools, the training, examination and classification of such teachers, and generally all powers necessary for the government and regulation of Elementary Schools and for carrying out the purposes of this Ordinance.

Power to
make Rules
and Regula-
tions subject
to disallow-
ance by
Legislature.

8. In exercise of the powers conferred by the last previous Section and of all other powers hereinafter given to the Board, the Board may make and from time to time revoke and vary Rules and Regulations. Such Rules and Regulations and any order revoking or varying the same shall be laid before the Legislative Council at its next Meeting after the making of the same, and if not disallowed by express Resolution of such Council within two calendar months of their being so laid before the said Council, such Rules shall have the force of Law and shall thereupon be published in the *Royal Gazette*, and two copies of such Rules shall within ten days after their publication be sent to each teacher, and one of such copies shall be by such Teacher posted in a conspicuous place in his school for public inspection.

The Board shall submit for the approval of the Legislative Council an estimate of the probable expenditure necessary to carry on the provisions of this Ordinance during the first and last six months in each and every year. [*Amended by Elementary Education Amendment Ordinance, 1891, Sec. 5.*]

9. Elementary Schools under this Ordinance shall consist of :

(1.) Government Schools already established, or to be hereafter established by the Board and to be maintained from the Public Funds of the Colony, and with regard to Government Schools already established every such Government School existing at the commencement of this Ordinance shall be deemed to have been established under this Ordinance.

(2.) Assisted Schools already or to be hereafter established by private persons on being allowed by the Board and entitled to receive aid from Public Funds under the provisions of this Ordinance, and with regard to Assisted Schools which at the commencement of this Ordinance shall be in receipt of aid from Public Funds, such schools shall be entitled to be allowed as Assisted Schools under this Ordinance if the conditions and provisions of this Ordinance as to Assisted Schools shall be complied with within six months from the commencement of this Ordinance, and meanwhile such schools shall be entitled to receive aid from the Treasury at the same rate and on the same conditions as heretofore.

10. The following provisions shall be observed with respect to all Elementary Schools within the meaning of this Ordinance :—

(1.) No applicant shall be refused admission into any school on account of the religious persuasion, nationality, race or language of such applicant or of either of his parents or guardians.

(2.) In every school not less than four hours during every school-day shall be devoted to Secular Instruction exclusively, and of such four hours two shall be in the morning and two in the afternoon. Such Secular Instruction may include Industrial Instruction, having particular reference to the trades and industries of the District in which the School is situated.

(3.) The apparatus of Secular Instruction shall be of a uniform pattern, as far as practicable, in all schools under this Ordinance, and such Books only of Secular Instruction shall be used as are sanctioned by the Board of Education : Provided that when such Books have to be supplied to free scholars the said Board shall grant them to the schools in which such scholars are. [*Amended by Education Ordinance, 1901, Schedule.*]

(4.) There may be attached to any Elementary School land or workshops, or both, as the Board shall determine.

(5.) In every school all Secular Instruction shall be given in the English and in no other language, and when the ordinary course of such Education cannot be conducted in English by reason of the scholars speaking a foreign language, the scholars shall be specially taught to speak English.

(6.) Children whose parents or guardians are unable to pay school fees, and children of Indentured Indian Immigrants whose indentures have not expired shall be admitted to Elementary Schools free of charge : Provided that the inability of such

Estimate of Expenditure to be submitted for approval of the Legislature.
Elementary Schools, Definition.

Rules for Elementary Schools.
No Scholar to be refused admission to School on grounds of religion, race or language.
Secular Instruction—Hours for.

School apparatus.

Practical Industrial Education may be allowed.
English language to be used.

Exemption of certain children from School fees.

parents or guardians not being Indentured Indian Immigrants to pay the school fees shall be proved to the satisfaction of the Local Managers and of the Warden of the district in which the school is situate or other public officer to be nominated by the President of the Board. [*Repealed by Education Ordinance, 1901, Schedule.*]

Free Rail-
way passes
may be given
to Scholars.

- (7.) It shall be lawful for the General Superintendent of the Government Railway, on the production of a Certificate from the Board, to issue a free pass to any scholar to travel in a suitable Railway carriage to or from any Elementary School. [*Repealed by Education Ordinance, 1901, Schedule.*]

Certificates
of Competency
to be
required for
all Teachers.

- (8.) Every Teacher in an Elementary School shall be required to hold a Certificate of Competency to teach in such school, which Certificate shall be given by the Board after such examination as the Board shall prescribe, or without examination, but subject to such conditions as to previous training as the Board shall prescribe: Provided that any teacher not holding a Certificate of Competency and who shall be already employed in a school at the commencement of this Ordinance shall be allowed a period not exceeding four years from such date in which to obtain such Certificate: Provided also that until such Certificate shall be obtained and during the period aforesaid such uncertificated Teacher already employed may be considered as holding a Certificate of Competency of the Third Class in any classification of Teachers which the Board may prescribe. [*Amended by Elementary Education Amendment Ordinance, 1891, Sec. 6.*]

School fees to
be charged.

- (9.) Subject to the foregoing provisions of this Section for each child attending an Elementary School there shall be charged against and paid by the parent or guardian of such child a school fee to be prescribed by the Board, provided that such fee shall not be less than twopence per week: Provided also that when two or more children of the same family are attending school the fee for the second and every additional child shall be not less than one penny per week. [*Amended by Elementary Education Amendment Ordinance, 1891, Schedule, and repealed by Education Ordinance, 1901, Schedule.*]

Inspection of
Schools.

- (10.) Every Elementary School shall be inspected and the scholars attending it examined by the Inspector or an Assistant Inspector of Schools as often and in such manner as the Board shall prescribe.

Remunera-
tion of
Teachers.

- (11.) Every Teacher in an Elementary School shall, save as hereinafter provided, be entitled to the following remuneration and no other, that is to say, a salary fixed according to the class of the Teacher's Certificate: Provided that every Head Teacher shall be further entitled to an attendance grant and a bonus according to the proficiency of the scholars and the general character and tone of the school. The amount of such salary, grant and bonus shall be prescribed by the Board and shall be uniform in all Elementary Schools and shall be paid to the Teacher from Public Funds, save as hereinafter provided, on being vouched by an Order of the Board: Provided always that in the case of Assisted Schools three-fourths only of such salary, grant and bonus shall be paid from Public Funds and the remaining fourth or such proportion of such salary, grant and bonus less than a fourth as the Board may in any particular case, regard being had to the circumstances of the case, allow and determine shall be paid by the Local Managers of such Assisted Schools who shall be responsible for the same. [*Amended by Elementary Education Ordinance, 1891, Sect. 7, and Education Ordinance, 1901, Schedule.*]

Attendance
Grant and
Bonus to be
allowed to
Head
Teachers.

Salaries of
Teachers'
grant and
bonus—Cost
of how to be
defrayed.

- (12.) The establishment of Elementary Schools in any locality shall be in the discretion of the Board, regard being had to the sufficiency of school accommodation already existing in the locality and the avoidance of waste of Public money by the allowance of the establishment of a number of small rival schools: Provided always that a Government School shall not be established in any particular District where the Board is satisfied that sufficient school accommodation for the children in such District is provided or will within a reasonable time be provided by an Assisted School or schools fulfilling the conditions required by Section 12 of this Ordinance. [*Amended by Education Ordinance, 1901, Sec. 5.*]
- (13.) Notices of all proposals to establish Elementary Schools and of all applications for Education Grants under this Ordinance shall be given to the Board, and such notices and applications shall be published three times in the *Royal Gazette* previous to the final decision thereon by the Board.
- (14.) The School fees taken in Elementary Schools shall be applied to the purposes of Elementary Education, and the Local Managers of such schools shall account to the Board for their application and furnish to the Board from time to time as the Board may require lists of the names and addresses of the parents or guardians of children who shall have received education in such schools and in respect of whose education the proper school fees shall not have been paid, and thereupon the Board may make order for the recovery of such fees from such parents or guardians being defaulters in Country Districts by the Warden of the District and in Boroughs by such person as the President of the Board shall appoint wherein such defaulters shall reside who shall account to the Local Managers for all such fees when recovered. [*Amended by Elementary Education Amendment Ordinance, 1893, Schedule, and repealed by Education Ordinance, 1901, Schedule.*]
- (15.) School fees may be recovered by such Warden or person in his own name on behalf of the Local Managers of such schools before any Stipendiary Justice of the Peace in a Summary manner upon information or complaint, and the mode of procedure shall be that applicable to cases punishable on Summary Conviction prescribed by the Ordinance No. 5 of 1868, intituled "An Ordinance respecting the Summary Administration of Justice." [*Repealed by Elementary Education Amendment Ordinance, 1893, Schedule.*]
- ■ . The following provisions shall apply to Government Schools :—
- (1.) The Governor shall appoint Local School Managers for each Government School to consist of not less than two persons of whom in the case of Country Districts the Warden of the Ward in which such school shall be situate shall be one, and in like manner shall appoint persons to vacancies that may from time to time occur: Provided that any member shall be liable to removal by the Governor for irregular attendance at Meetings or for any other reason, and that any two members shall form a quorum.
- (2.) The duties of such Managers shall be :—
- (a.) To meet at least once a month and keep Minutes of all such Meetings. [*Repealed by Education Ordinance, 1901, Schedule.*]
- (b.) To regularly visit and inspect the Government school or schools placed under their supervision and report upon the same to the Board of Education.

Establishment of Schools to be in the discretion of the Board.

Limitation of establishment of Government Schools.

Notices of proposed new Schools and Grants to be published.

Application of School fees to Managers to furnish list of defaulters.

School fees to be recovered by Wardens, &c.

Mode of recovering School fees.

Rules for Government Schools. Local Managers—appointment and removal

Managers' duties.

To meet monthly.

To visit Schools.

To inspect and verify Records and Registers.
To attend to Sanitation and repairs.
To encourage Education.
To furnish Returns to the Board.

Control of Board over Local Managers.
Disqualification for post of Manager.

Religious Instruction in Government Schools.

Government Schools to be discontinued where sufficient Assisted Schools shall be established.
Proviso in case of Schools where the average attendance is 25.
Appointment of Teachers in Government

- (c.) To inspect and verify all Records and Registers required to be kept by the Teachers, and more especially to test the accuracy of the Register of School Attendance.
- (d.) To inspect and report upon the Sanitary and Structural condition of each school under their charge.
- (e.) To use every endeavour to induce parents to send their children to school.
- (f.) To furnish all Returns that may be required by the Board, and particularly a Return to be made not less often than once in every month of parents and others making default in the payment of school fees. [*Amended by Elementary Education Amendment Ordinance, 1893, Schedule.*]
- (3.) Such Managers shall in every case be subject to the control of the Board of Education.
- (4.) No Teacher or any person who derives any profit or emolument from any Government school shall be a Local Manager.
- (5.) In every Government School a portion of each day, not more than one hour, shall be set apart when the scholars of any one Religious Denomination may be instructed by the Clergyman of such Denomination or other person appointed by him in writing, and any class-room may be set apart for such Religious Instruction, but in all cases the scholars receiving such Religious Instruction shall be separated from the other scholars: Provided that if two or more Clergymen of different Denominations desire to give Instruction at any such school, the scholars of each such different Denominations shall be so instructed in separate rooms or on different days: Provided also that the Religious Instruction to be so given shall in every case be the Religious Instruction authorised by the Denomination to which the Clergyman or other Religious Teacher may belong: Provided further that in case of non-attendance of any such Clergyman or Religious Teacher during any portion of the period so set apart for Religious Instruction, such period shall be devoted to the ordinary Secular Instruction in such school: Provided also that no Religious Instruction shall form part of the instruction to be given by any Teacher in any such school who shall be in receipt of pay from Public funds: Provided lastly that no scholar shall be allowed or permitted to receive any Religious Instruction if either of the parents or the guardian of such scholar objects to such Religious Instruction being given.
- (6.) It shall be lawful for the Board to make order for the discontinuance of any Government School in any locality in which Assisted Schools sufficient for the instruction of the children of the locality shall be established and conducted to the satisfaction of the Board: Provided always that such discontinuance shall not take place if such Government School does not fall below an average attendance of twenty-five Scholars and the education therein is satisfactory. [*Amended by Elementary Education Amendment Ordinance, 1891, Schedule, and by Education Ordinance, 1902, Sec. 4, and Schedule.*]
- (7.) The appointment, suspension, and removal of Teachers in Government Schools shall be made by the Governor: Provided that when the Governor shall dispense with the services of any such

Teacher for any other reason than misconduct, such Teacher shall be entitled to three months' notice, or salary and emoluments based on the amount last previously received by such Teacher equivalent thereto and no more.

Schools by the Govern Three months' notice to allowed retiring Teacher except i case of c missal f misconduct Applic of Schoo taken in Governn Schools.

- (8.) The school fees received in Government schools shall be paid into the Treasury in reduction of the Public expenditure on Elementary Education. [*Repealed by Education Ordinance, 1901, Schedule.*]

12. The following provisions shall apply to Assisted Schools :—

- (1.) Schools of Elementary Education established or proposed to be established by private persons on being allowed by the Board shall be entitled to receive aid from Public Funds on the following conditions but not otherwise :—

Rules fo Assisted Schools. Condition State aid

- (a.) That the property and control of the school be vested in two or more Trustees who shall be the Local Managers of such school having the power to appoint and dismiss the Teacher or Teachers of such school : Provided that the Board shall have power to require the dismissal of any such Teacher if the Board shall so think fit.

Two Tru of prope necessar Trustees be Local Manager and app and disn Teacher Board m require c missal o Teacher an Assis School.

- (b.) That the Teachers to be appointed shall hold Certificates of Competency to teach granted by the Board.

Teacher hold Cer cates.

- (c.) That the school be open to all children without distinction of religion or race or nationality or language.

No disti tion to l made fo religion, national or langu of Schoh of Schol Conscien Clause.

- (d.) That it shall not be required as a condition of any child being admitted into or continuing in such school that he shall attend or abstain from attending any Sunday school or any place of religious worship or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere from which observance or instruction he may be withdrawn by his parent or guardian or that he shall attend the school on any day exclusively set apart for religious observance by the religious body to which the parent or guardian belongs.

- (e.) That the school at all times be open to inspection and examination.

Assisted Schools inspecte examine

- (f.) That the Secular Instruction to be given and the books of Secular Instruction and apparatus to be used in such school and the routine and discipline to be enforced therein shall be

Instructi to be th prescrib the Boar

in conformity with the Rules to be prescribed by the Board for adoption in all Elementary Schools.

- (g.) That the fees, if any, payable by the scholars do not exceed in amount the scale to be fixed by the Board payable in all Elementary Schools. [*Repealed by Education Ordinance, 1901, Schedule.*]

Amount of fees to be paid by Scholars to be fixed by the Board.

Grants from Public Funds for Remuneration of Teachers. Providing and maintenance of School-houses, residences of Teachers, furniture and apparatus. School fees of free Scholars to be paid from Public Funds.

Managers of Assisted Schools to show receipts of Teachers for part salaries.

Duties of Managers of Assisted Schools

Change of Managers may be effected by writing under hand of retiring Manager.

To be indorsed on some deed relating to the trust.

Times for Religious Instruction in Assisted Schools.

- (2.) On being allowed by the Board such schools shall be deemed Elementary Schools for the purposes and within the meaning of this Ordinance and shall be entitled in addition to the emoluments allowed to Teachers in Assisted Schools by Sub-section 11 of Section 10 of this Ordinance to grants of money from Public Funds towards the providing and maintenance of school-lands, houses, and residences for the Teachers and the furniture and apparatus of such school-houses and residences (in such proportions to the amount contributed by the Local Managers as the Board may from time to time determine) and there shall be further paid to the Local Managers of such schools from Public Funds the amount of school fees which but for the exemption contained in Sub-section 6 of Section 10 of this Ordinance would be payable in respect of the children admitted into such schools free of charge under the provisions of the said Sub-section. [*Amended by Education Ordinance, 1901, Sec. 6, and Schedule ; and by Education Amendment Ordinance, 1901, Sec. 2, and Education Ordinance, 1902, Sec. 6.*]
- (3.) It shall be the duty of the Local Managers of Assisted Schools to produce to the Board monthly or once in every two months as the Board may determine the receipts of the Teachers employed by them for the one-fourth part of the salaries of such Teachers payable by such Managers, and there shall also attach to the Local Managers of Assisted Schools with respect to the school or schools under their management the same duties as are by Sub-section 2 of Section 11 of this Ordinance prescribed for the Local Managers of Government Schools. No Teacher or any person who derives any profit or emolument from any Assisted School shall be a Local Manager. It shall be lawful for any Local Manager of any Assisted School, by writing under his hand, to appoint such other person as he may see fit as Local Manager in his place, and such appointment and the acceptance thereof, in writing, by the person so appointed shall be delivered to the Secretary of the Board of Education, whose duty it shall be to cause a memorandum of such appointment to be endorsed upon some one of the title deeds relating to the trust, and thereupon the Local Manager so substituted shall have all the privileges and be subject to all the liabilities as Trustee and Local Manager which attached to the Local Manager making such appointment as aforesaid : Provided that no such appointment of a new Local Manager shall absolve the retiring Trustee and Manager from the consequences of any breach of trust committed by him previous to such appointment : Provided also that any change of Trustees shall be endorsed upon some one of the title deeds relating to the trust. [*Amended by Education Ordinance 1901, Sec. 7.*]
- (4.) The time or times during which any Religious observance is practised or Religious Instruction is given at any Meeting of an Assisted School shall be either at the beginning or the end, or at the beginning and the end of such Meeting and shall be inserted in a time-table to be approved by the Board and to be kept permanently and conspicuously affixed in every schoolroom, and any scholar may be withdrawn by his parent or guardian

from such observance or instruction without forfeiting any of the other benefits of the school.

- (5.) The school fees taken in any Assisted School shall be applied in the first place towards the payment of the contribution due from the Local Managers of such school to the remuneration of the Teachers employed in such school and the maintenance of the school premises and apparatus and any excess beyond the sums due and expended as aforesaid shall be paid into the Treasury in reduction of the public expenditure on Elementary Education. [Amended by Elementary Education Amendment Ordinance, 1891, Sec. 8, and repealed by Education Ordinance, 1901, Schedule.]

Application of School fees taken in Assisted Schools.

- (6.) It shall be competent for the Board to disallow and remove from the list of Elementary Schools any Assisted School whether established before or after the commencement of this Ordinance which fails to comply with the provisions of this Ordinance, or with any rules made under this Ordinance, or for any of the following reasons:—

Disallowance of Assisted Schools.

- (a.) The average daily attendance of scholars falling below the number of 25. [Amended by Elementary Education Amendment Ordinance, 1891, Sec. 9, and by Education Ordinance, 1902, Sec. 5.]
- (b.) The dilapidated or unhealthy, or unfit condition of the school buildings.
- (c.) When there are not the number of School Managers required by this Ordinance.
- (d.) When the Inspector of Schools after examination has reported to the Board that the educational standard in such school is not sufficiently satisfactory and the Board adopts such Report and the Managers after having been notified by the Board neglect to dismiss the Teacher or take the necessary steps to raise the educational standard of such School.
- (e.) When any Teacher in or any Manager of such a school interferes or attempts to interfere with the religion of any scholar.
- (f.) When the Local Managers fail to produce to the Board the receipts of the Teachers for the one-fourth part of the salaries of such Teachers payable by the Managers monthly or once in every two months as the Board may determine. [Repealed by Elementary Education Amendment Ordinance, 1891, Schedule.]
- (g.) Or when for any other reason the school is not conducted to the satisfaction of the Board.

Upon such disallowance by the Board such school shall cease to be entitled to any grant from Public Funds.

13. Every person holding the office of Inspector or Assistant Inspector of Schools in the Colony shall be an officer of the Board of Education and subject to the control and direction of the Board: Provided that it shall not be competent to the Board to appoint or dismiss any such officer.

Inspectors and Assistant Inspectors to be Officers of the Board.

14. Where any grant shall hereafter be made from Public Funds to the Trustees, Managers or other persons applying on behalf of any Assisted School with the consent of the Trustees or persons holding the legal estate thereof for or towards the purchase of the site or the erection, enlargement or repair of the school or the residence of the master or mistress or the furnishing such school or residence, no sale, exchange or mortgage of the premises in respect of which such grant may hereafter be made in exercise of any power contained in the conveyance or other deed relating thereto or under any other legal authority shall be valid unless either the consent of the Governor in writing under his hand be given to the same or the amount of the grant which shall have been made as aforesaid shall be repaid

Charges upon School property for amounts of Grants from Public Fund for building etc., to be endorsed on Title Deeds.

to Her Majesty's Receiver-General to be carried to the credit of Public Funds and whenever any grant as aforesaid shall be made a memorandum to be signed by the Receiver-General shall be endorsed upon some one of the Title Deeds relating to the school certifying to the grant having been made upon such application and for some such purpose as aforesaid and referring to this Ordinance, and for the purposes of this Section the said Receiver-General shall have access to all deeds registered in the Registry of Deeds and in the custody of the Registrar-General and may endorse such memorandum upon any Title Deed relating to the school which shall be registered in such Registry, any law or rule to the contrary notwithstanding : Provided also that where the land or premises in respect of which any such grant is sought shall be subject to the provisions of "The Real Property Ordinance, 1889," no such grant from Public Funds for the purposes aforesaid shall be made unless the Trustees, Managers or other persons applying for such grants shall be the registered proprietors of such land or premises and shall before the payment of any such grant at their own cost give to Her Majesty her heirs and successors a first charge, mortgage or incumbrance on such land or premises for the amount of the grant in priority of all other mortgages, charges or incumbrances on the same : Provided also that it shall be lawful for the Governor in Executive Council to authorise the Receiver-General to accept a less sum in discharge thereof than the original amount of such grant at the time of payment or recovery of the same.

Where land subject to Real Property Ordinance, 1889, first charge to be taken in the name of the Queen.

The Governor may allow deduction from debt for depreciation, etc.

Training Schools may be established by the Board.

Recognition of Educational Establishments as Training Schools. Grants may be made to Schools recognised as Training Schools.

Superannuation Fund for Teachers may be established by the Board.

Deductions may be made from salaries towards the Fund.

Not to be compulsory on present Teachers earning pensions to join the Fund.

Special Indian Schools may

15. The Board may out of such Public Funds as may be appropriated for the purpose establish and maintain Training Schools for the education of teachers both male and female, and may prescribe the course of studies, and the examinations in such Schools, and the Teachers so trained and examined shall be classified according to their attainments and skill in teaching, and shall receive Certificates of Competency which shall qualify them for corresponding grades as Teachers in Elementary Schools : Provided that the course of training in such Training School shall be Secular.

16. The Board may also recognise as Training Schools for Teachers other Schools or Colleges not established or maintained by the Board, the Managers of which shall supply special training for Teachers in Elementary Schools to the satisfaction of the Board, and in such cases the Board may make order for payment from Public Funds of grants in aid to such Schools or Colleges based upon the number of scholars therein receiving such special training aforesaid, and upon the results of examinations of such scholars prescribed by the Board, notwithstanding that the course of training in such School or College shall not be exclusively Secular.

17. It shall be lawful for the Board by Rules to be made by the Board to provide for the establishment and maintenance of a Superannuation Fund for the benefit of Teachers in Elementary Schools and by such Rules to require any Teacher hereafter to be employed in an Elementary School to contribute to such Fund from his fixed salary a sum not exceeding three per centum of such salary during the first year of his employment, and a sum not exceeding four per centum of such salary during every subsequent year of his employment. Such Rules shall provide for the award of Pensions from such fund to disabled Teachers, and grants to the representatives of such Teachers in case of death : Provided that in case any Teacher is dismissed for misconduct such Teacher shall forfeit and lose every claim under this Section and shall forfeit all contributions made : Provided also that it shall not be compulsory for School Teachers to contribute to such Fund who shall be employed as such in an Elementary School at the commencement of this Ordinance and shall be entitled to, or in a position to claim under the Rules in force pensions for their services.

18. It shall be further lawful for the Board if it shall so think fit to establish or allow schools for the Special Elementary Education of the children

of East Indian Immigrants and their descendants, and all the provisions be established. of this Ordinance as to Elementary Schools, and as to Government or Assisted Schools as the case may be, shall apply to such Special Indian Schools, save and except that it shall not be necessary that any such Special Indian School shall be open to children of all races : Provided that such Teachers shall understand both the English and Hindustani languages. [Amended by *Elementary Education Amendment Ordinance*, 1891, *Sec. 10.*]

19. It shall also be lawful for the Board if it shall so think fit to make Night special grants for the remuneration of Teachers in night schools : Provided that such night schools shall be conducted in accordance with Rules made by the Board : Provided also that the provisions of the first, third, fifth, eighth, ninth, tenth, fourteenth and fifteenth Sub-sections of the tenth Section of this Ordinance shall be observed in every such night school, and also the condition specified in paragraph (d) of the first Sub-section of Section 12 of this Ordinance.

20. In districts where from the scattered state of the population or other causes it is not practicable or convenient to collect twenty-five scholars or upwards to form an Elementary School, the Board may appoint Itinerant Teachers to hold schools under such Rules and at such salaries as may be determined by it for that purpose. [Amended by *Elementary Education Amendment Ordinance*, 1891, *Sec. 11*, and by *Education Ordinance*, 1902, *Sec. 7 and Schedule.*]

Passed in Council this Fourteenth day of July, in the year of Our Lord one thousand eight hundred and ninety.

SCHEDULE A.

ORDINANCES REPEALED.	EXTENT OF REPEAL.
No. 6 of 1870 - -	The first Sixteen Sections, and Sections 19 and 26.
No. 13 of 1875 - -	The whole.
No. 25 of 1875 - -	The whole.
No. 14 of 1876 - -	The whole.
No. 20 of 1881 - -	The whole.

(ii.) THE ELEMENTARY EDUCATION AMENDMENT ORDINANCE, 1891.

TRINIDAD AND TOBAGO.

AN ORDINANCE to amend "The Elementary Education Ordinance, 1890." No. 12, 1891.

Be it enacted by the Governor of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows :—

1. This Ordinance may be cited for all purposes as "The Elementary Education Amendment Ordinance, 1891."

Construction. It shall be construed as one with "The Elementary Education Ordinance, 1890," hereinafter called The Principal Ordinance. The Principal Ordinance and this Ordinance together may be cited for all purposes as "The Elementary Education Ordinances, 1890 and 1891."

Tobago Board. 2. There shall be a Board of Education for the Island of Tobago, hereinafter called "The Tobago Board," to consist of the Commissioner of Tobago as President and not less than four members to be appointed by the Governor.

All the provisions of Section 4 of The Principal Ordinance as to resignation of office, attendance of members, vacating of seats and appointment of persons to act for absent members shall apply to such Board. [*Repealed by Elementary Education Ordinance, Tobago, 1890.*]

Power to make Rules and Regulations, etc. 3. The Tobago Board shall in the exercise of the powers conferred on the Board by the seventh Section of The Principal Ordinance and of all other powers thereafter and herein given to The Board have the same and like powers to make their own Rules and Regulations and from time to time to revoke and vary such Rules and Regulations: Provided always that such Rules and Regulations shall be based as far as possible on the Rules and Regulations made by The Board.

All the provisions of Section 8 of this Ordinance as to laying of Rules before the Legislative Council and the disallowance thereof by the Council shall apply to all Rules and Regulations made by The Tobago Board under the power in this Section contained. [*Amended by Elementary Education Ordinance, 1892, and repealed by Education Ordinance, Tobago, 1899, which was repealed by Education Ordinance, 1901, Schedule.*]

4. The enactments specified in the Schedule to this Ordinance are hereby repealed to the extent mentioned in such Schedule.

5. Section 8 of The Principal Ordinance is hereby repealed, and in place and stead thereof shall be substituted the following:—

(8.) In exercise of the powers conferred by the seventh Section of The Principal Ordinance and of all other powers thereafter given to the Board, the Board may make and from time to time revoke and vary Rules and Regulations. Such Rules and Regulations and any order revoking or varying the same shall be laid before the Legislative Council at its next Meeting after the making of the same and if not disallowed by express resolution of such Council within one calendar month of their being so laid before the Council, such Rules shall have the force of law and shall thereupon be published in the *Royal Gazette*, and two copies of such Rules shall within ten days after their publication be sent to each Head Teacher, and one of such copies shall be by such Teacher posted in a conspicuous place in his school for public inspection.

The Board shall submit for the consideration of the Legislative Council an estimate of the probable expenditure necessary to carry on the provisions of this Ordinance during the first and last six months in each and every year.

Repeal of Sub-section 8 of Section 10 of Ordinance No. 17 of 1890. 6. Sub-section 8 of Section 10 of The Principal Ordinance is hereby repealed, and in place and stead thereof shall be substituted and read the following:—

Certificates of Competency to be required for all Teachers. (8.) Every Teacher in an Elementary School shall be required to hold a Certificate of Competency to teach in such school, which Certificate shall be given by the Board after such examination and probation as the Board shall prescribe, or without examination, but subject to such conditions as to previous training as the Board shall prescribe: Provided that any Teacher not holding a Certificate of Competency and who shall be already employed

in a school at the commencement of this Ordinance shall be allowed a period not exceeding four years from such date in which to obtain such Certificate: Provided also that until such Certificate shall be obtained and during the period aforesaid such uncertificated Teacher already employed may be considered as holding a Certificate of Competency of the Third or Fourth Class as the Board may determine according to such classification of Teachers as may be prescribed by the Board.

7. Sub-section 11 of Section 10 of The Principal Ordinance is hereby repealed, and in place and stead thereof shall be substituted and read the following:—

Repeal of Sub-section 11 of Section 10 of Ordinance No. 17 of 1890.

(11.) Every Teacher in an Elementary School shall, save as hereinafter provided, be entitled to the following remuneration, that is to say, a salary fixed according to the class of the Teacher's Certificate: Provided that every Head Teacher shall be further entitled to an attendance grant and a bonus according to the proficiency of the scholars and the general character and tone of the school. The amount of such salary, grant and bonus shall be prescribed by the Board and shall be uniform in all Elementary Schools and shall be paid to the Teacher from Public Funds, save as hereinafter provided, by an Order of the Board: Provided always that in the case of Assisted Schools three-fourths only of such salary, grant and bonus shall be paid from Public Funds. [*Amended by Education Ordinance, 1901, Schedule.*]

Remuneration of Teachers. Attendance Grant and Bonus to be allowed to Head Teachers. Salaries of Teachers' grant and bonus—Cost of how to be defrayed.

8. Sub-section 5 of Section 12 of The Principal Ordinance is hereby repealed, and in place and stead thereof shall be substituted and read the following:—

Repeal of Sub-section 5 of Section 12 of Ordinance No. 17 of 1890.

(5.) The School fees taken in any Assisted School shall be retained by the Local Managers of such School to be applied by them, in the first place, towards the payment of the contribution due from the Local Managers of such School to the remuneration of the Teachers employed in such School and the maintenance of the School premises and apparatus; and any excess beyond the sum due and expended as aforesaid shall be applied by them for the benefit of such School. [*Repealed by Education Ordinance, 1901, Schedule.*]

9. Sub-section (a) of Sub-section 6 of Section 12 of The Principal Ordinance is hereby repealed, and in place and stead thereof shall be substituted and read the following:—

Repeal of Sub-section (a) of Sub-section 6 of Section 12 of Ordinance No. 17 of 1890.

(a.) The average daily attendance of scholars falling below the number of 40. [*Amended by Education Ordinance 1902, Sec. 5 and Schedule.*]

10. Section 18 of The Principal Ordinance is hereby repealed, and in place and stead thereof shall be read the following:—

Repeal of Section 18 of Ordinance No. 17 of 1890.

(18.) It shall be further lawful for the Board if it shall so think fit to establish or allow schools for the special Elementary Education of the children of East Indian Immigrants and their descendants, and all the provisions of The Principal Ordinance and of this Ordinance, as to Elementary Schools, and as to Government or Assisted Schools, as the case may be, shall, unless otherwise prescribed by the Board, apply to such special Indian Schools which shall be open to children of all races: Provided that such Teacher shall understand both the English and Hindustani languages.

Repeal of
Section 20 of
Ordinance
No. 17 of
1890.

11. Section 20 of The Principal Ordinance is hereby repealed, and in place and stead thereof shall be substituted and read the following :—

- (20.) In districts where from the scattered state of the population or other causes it is not practicable or convenient to collect forty scholars or upwards to form an Elementary School, it shall be lawful for the Board in such districts to sanction the establishment of a Government or Assisted School upon such special terms and conditions as the Board shall prescribe. [*Amended by Education Ordinance, 1902, Sec. 7, and Schedule.*]

Passed in Council this Fourth day of May, in the year of Our Lord one thousand eight hundred and ninety-one.

SCHEDULE.

Repeals.

ORDINANCE.	EXTENT OF REPEAL.
"The Elementary Education Ordinance, 1890" (17 of 1890)	From the words "Provided also" in Sub-section 9 of Section 10 to the end of the Sub-section ending with the words "a penny per week."
Idem	From the words "Provided always" in Sub-section 6 of Section 11 to the end of the Sub-section ending with the words "and the education therein is satisfactory."
Idem	The whole of Sub-section <i>f</i> of Sub-section 6 of Section 12.

(iii.) THE ELEMENTARY EDUCATION AMENDMENT ORDINANCE, 1892.

TRINIDAD AND TOBAGO.

AN ORDINANCE to amend "The Elementary Education (Amendment) Ordinance, 1891." No. 13. 1892.

Be it enacted by the Governor of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows :—

1. The third Section of the Ordinance No. 12 of 1891, intituled "An Ordinance to amend the Elementary Education Ordinance, 1890," is hereby repealed, and in place and stead thereof shall be read the following :—

"In the Principal Ordinance, except Sections 4 and 5 and in this Ordinance, the expression 'The Board' shall mean with reference to Tobago the Tobago Board.

"All Rules and Regulations to be made by the Tobago Board shall be based as far as possible on the Rules and Regulations made by the Board constituted by the Principal Ordinance.

"Any three members of the Tobago Board shall form a quorum and be competent to transact business at any meeting."

Passed in Council this Eleventh day of April, in the year of Our Lord one thousand eight hundred and ninety-two.

[*Repealed by Elementary Education Ordinance, Tobago, 1899*].

(iv.). THE ELEMENTARY EDUCATION AMENDMENT
ORDINANCE, 1893.

TRINIDAD AND TOBAGO.

AN ORDINANCE to amend "The Elementary Education Ordinances, 1890 and 1891." No. 22. 1893.

Be it enacted by the Governor of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows :—

1. This Ordinance may be cited for all purposes as "The Elementary Education Amendment Ordinance, 1893."

It shall be construed as one with "The Elementary Education Ordinances, 1890 and 1891."

"The Elementary Education Ordinances, 1890 and 1891," may, together with this Ordinance, be cited for all purposes as "The Elementary Education Ordinances, 1890, 1891, and 1893."

2. The provisions of "The Elementary Education Ordinance, 1890." Repeal. in the Schedule hereto and to the extent mentioned in such Schedule, are hereby repealed.

3. This Ordinance shall take effect as from the 1st day of May, 1893.

Passed in Council this Fourth day of September, in the year of Our Lord one thousand eight hundred and ninety-three.

THE SCHEDULE.

No. OF ORDINANCE.	TITLE.	EXTENT OF REPEAL.
17 of 1890.	"The Elementary Education Ordinance, 1890."	Sec. 10, Sub-sec. 14, from the words "for their application" to the end of the Sub-section and the whole of Sub-section 15. Paragraph (f) of Sub-sec. 2 of Sec. 11, from the words "and particularly a return" to the words "School fees" at the end of the paragraph.

(v.). THE ELEMENTARY EDUCATION ORDINANCE,
TOBAGO, 1899.

TRINIDAD AND TOBAGO,

AN ORDINANCE to provide for the control and management of Elementary Schools in Tobago. No. 2. 1899.

Whereas it is expedient to amend the law relating to Primary Education in Tobago: Be it enacted by the Governor of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows :—

Title. 1. This Ordinance may be cited as the Elementary Education Ordinance, Tobago, 1899, and shall come into operation on the First day of April, 1899, and shall be construed as one with "The Elementary Education Ordinance, 1890," hereinafter called the Principal Ordinance.

Repeal. 2. There shall be repealed Section 2 of "The Elementary Education Amendment Ordinance, 1891," and also the Ordinance No. 13, 1892, entitled "An Ordinance to amend the Elementary Education (Amendment) Ordinance, 1891."

Powers of Board with regard to Tobago. 3. It shall be lawful for the Board of Education, constituted under the provisions of Section 4 of the Principal Ordinance, to control, regulate and direct the local management of all Elementary Schools in Tobago as provided in and by Section 7 of the Principal Ordinance, and until the Board shall have exercised this power, and in so far as they shall not have exercised the same with respect to Elementary Schools in Tobago the rules and regulations heretofore in force in Tobago dated the 28th day of February, 1898, shall continue in force in respect of all Elementary Schools in Tobago, save and except that by the words "the Board" in such rules and regulations contained shall be meant the Board of Education for Trinidad and Tobago as constituted by the said Fourth Section of the Principal Ordinance.

Passed in Council this Sixth day of February, in the year of Our Lord one thousand eight hundred and ninety-nine.

[*Repealed by Education Ordinance, 1901, Schedule.*]

(vi.). THE EDUCATION ORDINANCE, 1901.

TRINIDAD AND TOBAGO.

AN ORDINANCE to amend "The Elementary Education Ordinances, 1890 and 1891." No. 6. 1901.

Be it enacted by the Governor of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows :—

Title. 1. This Ordinance may be cited as the Education Ordinance, 1901, and shall be read with "The Elementary Education Ordinances, 1890 and 1891," which, together with this Ordinance, may be cited as "The Education Ordinances, 1890—1901."

Repeal. 2. The enactments specified in the Schedule hereto are hereby repealed.

3. Children attending Elementary Schools in *Port-of-Spain* or in any School fees. Borough may with the sanction of the Board be charged such school fees as the Board may from time to time prescribe.

The school fees, if any, charged as aforesaid and received in any Government school shall be paid into the Treasury, and those charged and received as aforesaid in any Assisted school shall be retained by the Managers of such schools.

4. In Section 4 of Ordinance 17—1890, the words "and the Inspector of Schools" shall be read after the word "President" in line 3.* [Repealed by Education Ordinance, 1902, Schedule.] Inspector to be member of Board.

5. The following words shall be read as forming part of Sub-section 12 of Section 10 of Ordinance 17 of 1890.

Provided also that a school hereafter established by private persons shall not be entitled to receive aid from public funds, unless the Board shall have decided, previous to its establishment, that such school is a necessary school. Condition of grant.

6. After the words "public funds" in line 8† of Sub-section 2 of Section 12 of Ordinance 17—1890, shall be read the following :—

in such proportion to the amount contributed by the Local Managers as the Board may from time to time determine towards the providing and maintenance of School lands and houses. [Repealed by Education Amendment Ordinance, 1901, Sec. 2.]

7. Sub-section 3 of Section 12 of Ordinance 17—1890 shall be read as if the first six lines,† the words "payable by such Managers and" in line 7,‡ and the word "also" in line 8 § were omitted.

Passed in Council this 29th day of March, in the year of Our Lord one thousand nine hundred and one.

THE SCHEDULE.

Ordinance 17 of 1890.—In Sub-section (3) of Section 10 the words "Provided that when such books have to be supplied to free scholars the said Board shall grant them to the schools in which such scholars are."

„ Sub-sections (6), (7), (9), and (14) of Section 10.

„ Paragraph (a) of Sub-section (2) and Sub-section (8) of Section 11.

„ Paragraph (g) of Sub-section (1) of Section 12.

„ Sub-section 2 of Section 12 in line 8 § the words "towards" to the end of the Sub-section.

Ordinance 12 of 1891.—In Section 7 the words "Save as hereinafter provided by an order of the Board: Provided always that in the case of Assisted schools three-fourths only of such salary grant and bonus shall be paid from the Public Fund."

„ Section 8.

Ordinance 2 of 1899.—The whole.

* Line 2 according to the present arrangement of type.

† Lines 5 and 6 according to the present arrangement of type.

‡ The first four lines, the words "Teachers payable by such Managers, and the word "also" in line 5 according to the present arrangement of type.

§ Line 6 according to the present arrangement of type.

(vii). THE EDUCATION AMENDMENT ORDINANCE,
1901.

TRINIDAD AND TOBAGO.

AN ORDINANCE to amend the Education Ordinances, 1890-1901.
No. 22. 1901.

Be it enacted by the Governor of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows :—

Short title.

1. This Ordinance may be cited as the Education (Amendment) Ordinance, 1901, and shall be read with the Education Ordinances, 1890-1901.

2. Sub-section 2 of Section 12 of Ordinance No. 17 of 1890 and Section 6 of Ordinance No. 6 of 1901 are hereby repealed and in lieu thereof shall be read the following :—

On being allowed by the Board such schools shall be deemed Elementary Schools for the purposes and within the meaning of this Ordinance and shall be entitled in addition to the emoluments allowed to Teachers in Assisted Schools by Section 7 of the Ordinance 12 of 1891 as amended by Ordinance No. 6 of 1901 to grants of money from Public Funds towards the providing and maintenance of school lands, houses and residences for the teachers and the furniture and apparatus of such school-houses in such proportion to the amount contributed by the local managers as the Board may from time to time determine. [*Amended by Education Ordinance, 1902, Sec. 6.*]

Passed in Council this Sixteenth day of September, in the year of Our Lord one thousand nine hundred and one.

(viii). THE EDUCATION ORDINANCE, 1902.

TRINIDAD AND TOBAGO.

AN ORDINANCE to further amend "The Education Ordinances, 1890-1901."
No. 4. 1902.

Be it enacted by the Governor of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows :—

Short Title.

Construction.

1. This Ordinance may be cited as the Education Ordinance, 1902, and shall be read as one with "The Education Ordinances, 1890-1901" and the Ordinance No. 22 of 1901. The said Ordinances and this Ordinance may together be cited as the Education Ordinances, 1890-1902.

Repeal.

2. The enactments specified in the Schedule hereto are hereby repealed to the extent specified in the second column of such Schedule.

Board of Education.

3. There shall be a Board of Education (hereinafter referred to as "the Board") consisting of the Governor as President and fourteen persons to be appointed by the Governor, of whom the Colonial Secretary and the Inspector of Schools shall be two. Six of the said fourteen members shall be persons professing the Roman Catholic religion and the remaining eight members shall be persons not so professing.

4. It shall be lawful for the Board in its discretion to make order for the discontinuance of any Government school in which the average daily attendance has fallen below fifty. Closing of Government School.

5. The following words shall be read before paragraph (b) of Sub-section 6 of Section 12 of the Elementary Education Ordinance, 1890 (17 of 1890). Closing of Assisted School.

(a.) The average daily attendance of scholars falling below the number of fifty.

6. Section 2 of Ordinance 22-1901 shall be read with the following addition:

Provided that a school hereafter established by private persons shall not be entitled to grants of money from Public Funds towards providing and maintaining the schoolhouse or the furniture and apparatus thereof. Furniture and apparatus.

7. In districts where from the scattered state of the population or other causes it is not possible to maintain an average daily attendance of fifty scholars or upwards in an Elementary School it shall be lawful for the Board in such districts to sanction the establishment or continuance of a Government or Assisted School upon such special terms and conditions as the Board shall prescribe. Schools in remote districts.

Passed in Council this Tenth day of March, in the year of Our Lord one thousand nine hundred and two.

SCHEDULE.

No. OF ORDINANCE.	EXTENT OF REPEAL.
17 of 1890.	Section 4, from the commencement up to and including the words "not so professing."
17 of 1890.	So much of Sub-section (6) of Section 11 as is not repealed by Ordinance 12 of 1891.
12 of 1891.	Sections 9 and 11.
6 of 1901.	Section 4.

APPENDIX B.

NEW CODE OF RULES UNDER THE ELEMENTARY EDUCATION ORDINANCES, 1890-1902.*

Made by the Board of Education on the 26th August, 1902.

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* This can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W., together with Earlier Codes.

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PART I.—ELEMENTARY SCHOOLS.

The following Rules shall apply to both classes of Elementary Schools :—

SCHOOL-HOUSES.

1. All specifications and designs for new schools and Teachers' residences shall be approved by the Board.

2. Every school where there is an average daily attendance of not less than forty scholars shall have one or more class-rooms as may after due inquiry be considered necessary by the Board of Education for the number of scholars attending such school.

3. The apportionment of space inside every school-house shall be not less than eight superficial feet of floor-space and eighty cubic feet for each scholar in average daily attendance. Covered galleries may be taken into account in calculating the space.

4. Every school-house shall be furnished with latrines, and where boys and girls are admitted to the same school, with latrines in separate places for the use of the scholars of different sexes.

5. There must be desk accommodation for at least one half of the number of scholars in average daily attendance at the rate of 1 ft. 6 in. linear for each scholar.

6. No use shall be made of any school-house which shall in any way interfere with the regular use of the building for school purposes.

ADMISSION OF SCHOLARS.

7. No applicant shall be refused admission to any Government or Assisted School on account of the religious persuasion, race or language of such applicant, or of either of his parents or guardians.

* Not printed,

8. No child suffering from any cutaneous, contagious, offensive, or infectious disease, or in whose house contagious or infectious disease is known to exist, shall be admitted in any school; and the attendance of any scholar from such house or so diseased may be temporarily suspended by the Teacher.

9. No child shall be admitted or retained in any school (except Practising Schools) who is under the age of four or above the age of eighteen; and no child above the age of fifteen shall be admitted or retained in a school unless he or she is of the same sex as the Head Teacher or a Certificated Assistant Teacher of the school.

ATTENDANCE OF SCHOLARS.

10. In every school not less than four hours in each school-day shall be devoted to Secular Instruction exclusively; and of such four hours two shall be in the morning and two in the afternoon.

11. Attendance shall not be reckoned for any scholar—

1. Under the age of 4 or over 15.

2. Until his name, etc., shall have been duly entered in the School Register.

3. For morning or afternoon unless such scholar has been under Secular Instruction for two hours during each meeting after Roll-call.

12. The average daily attendance for any period is found by adding the number of scholars in attendance for all the meetings of that period and dividing the sum by the number of meetings in that period, all proper fractions to count as units.

SCHOOL FEES.

13. In schools situated in Port-of-Spain or in any Borough such school fees may be charged as may be sanctioned by the Board of Education.

14. The Governor shall have power to grant free admission to any Elementary Government school to the child or children of any deceased public servant.

CONSCIENCE CLAUSE.

15. There shall be kept posted in every Elementary School a printed copy of the Conscience Clause relating to such school, viz., according as the school is a Government or an Assisted School, a printed copy of Sub-section 5 of Section 11, or paragraph (d) of Sub-section 1 of Section 12 of the Elementary Education Ordinance, 1890.

TIME TABLE.

16. A Time Table to serve as a model for all Elementary Schools shall be drawn up by the Inspector of Schools and submitted for the approval of the Board, but such model Time Table may be modified by the Head Teacher of any school with the consent of the Local Managers and approval of the Inspector.

SCHOOL REGISTERS, &c.

17-24.

HOLIDAYS.

25. The Vacations to be observed in Elementary Schools shall be as under :—

At Easter—Two weeks, commencing on the Monday next before Easter Sunday.

In August—Two weeks, commencing on the third Monday in August.

At Christmas—Four weeks, commencing on the Monday next after the 13th December.

The Inspector of Schools may sanction a change in any of the above dates to suit the convenience of any particular district, or for any other sufficient reason.

26. All Public Holidays are to be observed in Elementary Schools. Any holiday which, on account of local circumstances, may be granted to a school by a Manager must be reported in the Return which is required to be sent in under the [prescribed] form. . . and an entry of the circumstance must be made in the Log Book.

27. The total number of meetings for each school in every year must not be less than 400.

DISCIPLINE.

28. Teachers are required to do all in their power to secure the good behaviour of their pupils in the School and Play-ground, and on their way to or from School.

29. The discipline enforced in Schools must be mild and firm; and all degrading and injurious punishments must be avoided. The striking of children, except as provided for in Rule 30, is strictly forbidden, as is also the corporal punishment of girls of twelve years and over.

30. Corporal punishment may be inflicted as a last resort, subject to the exceptions in Rule 29, by the Head Teacher only, or by an Assistant Teacher under the Head Teacher's direction and responsibility, in the presence of Assistant Teachers and Pupil Teachers only; and whenever such punishment is inflicted an entry. . . must be made in the Log Book.

31. No scholar shall be expelled from any School unless by the direction or with the express concurrence of the School Managers; but any scholar may for gross insolence, persistent disobedience, or immoral conduct, be, by the Teacher, temporarily suspended from attendance until the case has been submitted to the School Managers: Provided that in every case of expulsion the matter be immediately reported to the Board of Education for confirmation or otherwise.

SECULAR INSTRUCTION.

32. The course of Secular Instruction shall for each Standard be the course specified in Schedule A, subject to modification from time to time by the Board, and only such books as are sanctioned by the Board shall be used for such instruction.

33. In making the minimum time constituting an attendance, there may be reckoned time occupied in any industrial instruction approved by the Board, whether or not it is given in the school premises or by the ordinary Teachers of the school, provided that the times for giving it are entered in the time table, and a scholar's attendance at any class of technical instruction noted in the Roll Book.

INSPECTION OF SCHOOLS.

34. Twice at least in every year every school shall be visited by the Inspector or an Assistant Inspector of Schools, and once at least orally and by papers he shall examine:—

(a.) The scholars in the subjects specified in Schedule A.

(b.) The Pupil-teachers in accordance with Schedule C.

35. The Inspector or Assistant Inspector may in addition visit a school at any time without notice, and is expected to do so at least once in every year.

36. After examining a school the Inspector shall as soon as may be practicable send a report thereon to the Board, and a copy of such report shall be sent by the Secretary of the Board to the Managers, who shall cause such report to be entered by the Head Teacher *verbatim* in the Log Book of the school.

37. No scholar will be examined at the annual examination of a school unless he has made at least 100 attendances at the school during the preceding school year.

TEACHERS.

38. Five classes of Certificated Teachers are recognised by the Board; and such Teachers will, when employed at Elementary Schools, be entitled to salaries at the following rates, subject to the provisions contained in other Rules of this Code:—

(I.)—HEAD TEACHERS—TRINIDAD.

Class of Certificate.	Males.		Females.	
I. - -	£80	to £100	£60	to £75
II. - -	60	„ 80	50	„ 60
III. - -	45	„ 60	40	„ 50
IV. - -	30	„ 40	25	„ 35
*V. - -	35	„ 45	-	-

*(Special Certificates of competency for Teachers in Indian Schools in accordance with Rule 139.)

HEAD TEACHERS—TOBAGO.

Class of Certificate.	Males.		Females.	
I. - -	£60	to £80	£50	to £60
II. - -	45	„ 60	40	„ 50
III. - -	35	„ 45	30	„ 40
IV. - -	20	„ 35	20	„ 30

(II.)—ASSISTANT TEACHERS—TRINIDAD.

Class of Certificate.	Males.		Females.	
II. - -	£50	to £60	£45	to £50
III. - -	40	„ 50	35	„ 45
IV. - -	25	„ 40	25	„ 35
*V. - -	30	„ 40	-	-

*(Special Certificates of competency for Teachers in Indian Schools in accordance with Rule 139.)

ASSISTANT TEACHERS—TOBAGO.

Class of Certificate.	Males.		Females.	
II. - -	£30	to £45	£25	to £30
III. - -	20	„ 30	20	„ 25
IV. - -	15	„ 20	15	„ 20

Provided that the salaries of Teachers employed at the date of the publication of these Rules in the *Royal Gazette* shall not be liable to reduction on account of any thing contained in this Rule.

39. The increments from the minimum to the maximum rates of salaries in the preceding Rule shall be annual increments of £5 in the case of

Teachers in Trinidad schools, and £2 10s. in the case of the Teachers in Tobago schools, which will be allowed subject to the following conditions :—

- (a.) A Teacher to be entitled to successive annual increments must be employed at one and the same school ; and at the end of each year of service must forward to the Inspector of Schools a certificate from the Manager of the school, countersigned by the Assistant Inspector for the district in which the school is situated, stating that such Teacher's service during the preceding year has been satisfactory, and that he has discharged his duties with zeal and efficiency.
- (b.) The provision of Rules 55 and 56 must have been complied with.
- (c.) The annual increments to which Teachers may become entitled under these Rules shall accrue in each case from the commencement of the quarter next after the annual examination of the school.

40. A Teacher shall be entitled to an annual increment of salary, although not employed at one and the same school, when transferred during the year from one school to another with the approval of the Inspector of Schools, if he would have been entitled to such increment had such transfer not taken place.

41. Subject to the provisions of Rule 40, a Teacher's salary shall commence at the minimum rate specified in Rule 38 at each school at which he may be employed, or at which he may be re-employed after having left such school.

42. The class of Certificated Teachers entitled to salaries in accordance with Rule 38 shall correspond with the average attendance at each school as follows (subject, however, to the number of Teaching Units allowed by Rule 65) :—

Average attendance for the School year.	Head Teacher.	Assistant Teachers.	
	Class.	Number.	Class.
50, or under	IV.		
From 51 to 60	III.		
" 61 " 80	III.	1	IV.
" 81 " 130	II.	1	III., or IV.
" 131 " 170	I.	2	One may be of Class III.
" 171 " 200	I.	3	Do. Do.
" 201 & upwards	I.	•	One may be of Class II.

43. The salaries of Pupil Teachers shall, subject to the provisions of Rules 58, 59 and 60, be as follows :—

	Trinidad.	Tobago.
1st year	£5 0	£2 10
2nd "	7 10	5 0
3rd "	10 0	7 10
4th "	12 10	10 0
5th "	15 0	12 10

The annual increments of Pupil Teachers' salaries shall in every case become payable from the commencement of the quarter following the annual examination of the School.

*The number of Assistant Teachers to be allowed in schools at which the average attendance is over 200, shall be subject to the condition that at least one-third of the number of Teaching Units allowed by Rule 65 shall consist of Pupil Teachers.

44. A Teacher of a higher class may be employed in a school in which the average attendance only allows the salary of the lower class on condition that such Teacher is only entitled to the salary sanctioned for the lower class.

45. In a school in which the average daily attendance does not exceed 60, a Female Teacher over 18 years of age, approved by the Inspector, may be employed, instead of the Pupil Teacher or Pupil Teachers allowed by Rule 65, during the whole of the school hours, in the general instruction of the school and in teaching Needlework, at a salary not exceeding £25 per annum.

46. A Pupil Teacher who is competent to give Needlework instruction may be allowed \$3* per month as extra remuneration for giving such instruction.

47. In a school in which Needlework instruction cannot be given by the ordinary Teachers, an Instructress of Needlework only may be allowed at a maximum salary of \$5 per month.

48. First Class Certificates shall only be granted to Teachers who have served to the satisfaction of the Board as Second Class Teachers for seven years, of which they must have been in charge of a school for at least two years.

49. Candidates for Certificates of Competency of the Second and Third Classes will be examined by examiners appointed by the Board, who shall publish the list of successful candidates in the *Royal Gazette*.

50. The subjects for examination are those specified in Schedule B. Each candidate must pass in all the compulsory subjects.

51. The Voluntary Subjects shall be awarded marks which shall determine the class of certificate to be issued.

52. Candidates must be at least seventeen years of age and in good health; and a candidate who has failed for two successive years shall not be admitted to the examination during the two years following.

53. Class IV. shall include—

(a.) The uncertificated Teachers who were already employed in schools at the commencement of the Ordinance of 1891.

(b.) Pupil Teachers who have passed the examination prescribed in Schedule C, and who obtain a favourable report from the Assistant Inspector for the District during their fifth year of service.

54. Teachers who may have been educated elsewhere than in Trinidad may, with the approval of the Inspector of Schools, be appointed to act temporarily as Pupil Teachers or Fourth Class Teachers.

55. Before a Certificate of the Second or Third Class is issued to a Teacher, such Teacher, after passing the prescribed examination, must have been in charge of one and the same school for not less than two years, or have been employed as an Assistant Teacher for not less than three years at not more than two different schools, and must also have obtained a favourable report from an Inspector.

56. Before the issue of a Second or Third Class Certificate to a Teacher, such Teacher shall not be entitled to more than the minimum salary fixed for the Second or Third Class respectively.

57. Certificates issued by a Board of Education or Education Department in any part of the British Empire, may be recognised and classified as the Board may in each case determine; but such Certificates will, as a rule, only be recognised provisionally for not more than 18 months.

58. Pupil Teachers not less than 14 years of age may be appointed in schools at the salaries fixed by Rule 43; provided that the number of Pupil Teachers so employed is regulated by Rule 65. No Pupil Teacher

* 12s. 6d., the Trinidad dollar equals 4s. 2d.

shall be appointed unless he shall have passed the Fifth Standard, and shall be in good health.

59. A Pupil Teacher must pass the annual examinations specified in Schedule C; and shall not be entitled to any increment of salary until he has passed the prescribed examination. A Pupil Teacher's first year of service shall be considered to begin from the commencement of the school year following the date of his appointment.

60. A Pupil Teacher who fails at two successive annual examinations for such Teachers, shall not be retained on the paid staff of a school

61. Unpaid Monitors may be employed in teaching in a school for not more than two hours on any one day.

62. Pupil Teachers and Monitors shall receive at least one hour's instruction on each school-day from the Head Teacher before or after school hours, but not during the noon recess.

63. Female Pupil Teachers must be instructed in Needlework in accordance with Schedule C, wherever such instruction is possible.

64. The instruction of a Female Pupil Teacher by a Master must be given in the presence of some respectable woman approved by the Local Managers.

65. The maximum teaching power of the paid staff to be employed in Elementary Schools in addition to the Head Teacher shall be regulated as follows :—

Average Daily Attendance.	Teaching Units.	NOTES.
50	1	Assistant Teachers with Second, Third and Fourth Class Certificates count four, three, and two units respectively, and each Pupil Teacher counts one unit.
60	2	
80	3	
100	4	
120	5	
140	6	
160	7	
180	8	
200	9	
220	10	
240	11	When the attendance exceeds half the difference between two of these numbers, it shall be considered as equal to the higher number.
260	12	
280	13	
300	14	
320	15	
340	16	
360	17	
380	18	
400	19	

66. Any change in the Teaching Staff of a School must be immediately reported to the Inspector of Schools.

67. The average daily attendance referred to in Sections 4, 5, and 7 of the Ordinance No. 4 of 1902, and also the average daily attendance by which the Teaching Staff is to be regulated, shall be that of the preceding school year.

68. The school year for any Elementary School is the year ending on the one of the dates following, viz., the 31st March, 30th June, 30th September,

or 31st December, which next precedes the month fixed for the annual examination of the school.

69. The Board shall have power to deal with exceptional cases, occurring under Rules 49, 57, and 65, upon their own merits.

70. Head Teachers of Elementary Schools having an average daily attendance of 50 scholars or upwards shall be entitled, subject to the conditions in these Rules and in "The Elementary Education Ordinances 1890-1902," to a payment quarterly of twopence for each month for every scholar in average daily attendance during such quarter: Provided that no such payment shall be made until a duly certified Return has been received in the [approved] Form. . . nor in respect of any scholar under the age of four years or over fifteen years, and the onus of proof of the age of such scholar shall lie on the Teacher: Provided, also, that such payment may be withheld by the Inspector of Schools for negligence or irregularity in keeping the School Registers.

71. A Bonus of a sum not exceeding fourpence per month for every scholar in average daily attendance during the year, as the Board may determine shall, on the Report of the Inspector on the annual examination of each school regarding the proficiency of the scholars and the general character and tone of such school, be paid to each Head Teacher in addition to the Attendance Grant.

72. No Teacher shall engage in any business or occupation that will interfere with his duty as a Teacher.

73. No Teacher under the age of twenty-one years shall be allowed to take permanent charge of a school, unless with the express permission of the Inspector of Schools.

VISITORS TO SCHOOLS.

74. Free access to every Elementary School shall be permitted during the hours of Secular Instruction.

75. Every Teacher must have a Visitors' Book in which the visitors may enter their names and any remarks. Teachers must not erase or alter any remark so made.

RETURNS BY MANAGERS.

76.

INSPECTION OF REGISTERS BY MANAGERS.

77.

The following Rules shall apply to Assisted Schools.

78. Persons desirous of obtaining aid, towards the maintenance of Assisted Schools shall make application in writing to the Board, to be addressed to the Secretary of the Board on [the prescribed] form to be obtained from the Secretary. . . .

79. A school is not entitled to aid from public funds as an Assisted School unless the Board of Education shall have decided, previous to its establishment, that such school is a necessary school.

80. The Secretary of the Board shall give notice in the *Royal Gazette* of all applications made to the Board.

81. Aid may be withdrawn by the Board of Education from an Assisted School if there are not two or more Local Managers.

82. One of the Local Managers must in each case be appointed as Corresponding Manager ; and he may at any time appoint in writing any other Manager in his place.

83. The Local Managers have the power to appoint the Teachers in an Assisted School subject to such Teachers being duly qualified in accordance with these Rules.

84. The Board of Education may require the dismissal of any Teacher in an Assisted School.

85. All leave of absence granted to Teachers or Pupil Teachers on the ground of ill-health or on other grounds by the Local Managers shall be reported forthwith by the Managers to the Inspector of Schools for his approval or otherwise, together with the arrangements proposed for the performance of the duties of the absent Teacher or Pupil Teacher.

86. Assisted Schools established prior to the 26th March, 1902, are entitled to grants, as determined by the Board, towards the providing and maintenance of the school-house and furniture and apparatus ; but Schools established subsequent to the 27th March, 1902, will not be so entitled.

87. Teachers are required to give not less than three months' notice of resignation, which will take effect on the last day of the month indicated ; and, except in cases of misconduct, they are entitled to similar notice of dismissal from the Local Managers. Provided that it shall be lawful for any Manager by special agreement in writing with a Teacher to stipulate that such Teacher may be dismissed on any shorter notice than that herein-before mentioned.

88. Religious instruction may be given and religious observances may be practised before or after, but not during the hours of secular instruction at any meeting of an Assisted School ; and the time or times of such instruction or observances must be inserted in the Time Table.

89. All Teachers in Assisted Schools must see that the books used in religious instruction are confined to the time and place of such instruction.

The following Rules shall apply to Government Schools.

90. All proposals or applications for the establishment of Government Schools shall be published in the *Royal Gazette*, as prescribed by Section 10, Sub-section 13, of the Ordinance, 1890.

91. No Teacher in a Government School shall give any religious instruction in or near the school-house, and breach of this Rule shall subject a Teacher so offending to instant dismissal.

92. Every Minister of religion or persons authorised by him in writing shall have free access to a Government School for the purpose of giving religious instruction to the scholars of the Denomination of such Minister during the time appointed for such instruction.

93. Application to use a Government school-house for any purpose other than a night school or for religious instruction of the scholars must be made to a Manager at least two clear days before it is required, stating the object and the time for which it is required, and such application must be accompanied by the written guarantee of some responsible person for the proper use of the building. If granted, the Manager shall issue an order to the Teacher to allow the use of the building accordingly.

94. Use of a hired school-house shall not be granted unless the written consent of the owner is obtained by the applicant, and such consent must state that the owner will not hold the Government responsible for any damage arising out of the proposed use thereof.

95. The Managers shall cause any damage to the building or apparatus to be repaired, and obtain payment for the same either from the applicant, or from the guarantee, or from both.

96. All articles made by scholars in a Government School from the materials supplied to the school for needlework instruction shall be sold at not less than half of the cost price, and the proceeds shall be paid into the Treasury, or to the Warden of the district in which the school is situated by the Head Teacher.

97. A Teacher may in urgent cases obtain leave of absence for not more than two days from a Local Manager. Such leave must in all cases be in writing and must be forwarded to the Inspector of Schools, together with a report of the Teacher's resumption of duty from the Head Teacher of the school. Applications for leave of absence for longer periods must be addressed to the Inspector of Schools, and must be accompanied by a statement of the arrangement proposed for the performance of the duties of the Teacher applying for leave, together with a report from the Head Teacher stating whether the proposed arrangement is satisfactory or otherwise.

98. Teachers are not entitled to leave of absence on full salary except during the vacations; and leave will only be granted provided that satisfactory arrangements are made for the performance of the duties of a Teacher applying for leave without cost to the public.

99. Teachers whose services are dispensed with for any other reason than misconduct are entitled to three months' notice, or three months' salary and rent allowance in lieu of notice.

100. Teachers who may be required to travel from one Government School to another shall be allowed a reasonable sum to cover their travelling expenses, not exceeding, however, the sum of One Pound for every twenty-five miles they may be required to travel.

PART II.—TRAINING AND PRACTISING SCHOOLS.

The following Rules shall apply to Government Training and Practising Schools.

TRAINING SCHOOLS.

101. The existing Normal Schools shall be Government Training Schools, and a Practising School shall be attached to each Government Training School.

102. The Inspector of Schools shall annually select from the Pupil Teachers who pass the best examination and who have completed their term of service, such Pupil Teachers, being candidates for admission, as may be necessary.

103. Every candidate shall produce such certificates of character as may be required by the Inspector, and shall be in good health and free from any infirmity which would impair his or her usefulness as a Teacher.

104. Students may be either resident or non-resident. And every Student, before admission, shall sign an agreement in the [prescribed] Form . . .

105. The allowance to the Principal for the maintenance of the Resident Students shall be at the rate of \$15 per month for each Student in residence.

106. A Diet Scale for the Resident Students shall be approved by the Board, and a copy shall at all times be kept hung up in the Student's room.

107. An allowance of Ten Shillings per month shall be granted to the Senior Resident Student in each school and an allowance of Five Shillings per month to each of the other Resident Students; but such allowances may be withheld by the Inspector of Schools, on the recommendation of the Principal, for breaches of discipline.

108. Non-Resident Students shall include:—

1. Students who reside with their parents or guardians and attend the Classes of Instruction at the Training Schools, and
2. Students for whose residence satisfactory provision shall be made by a Committee of Managers, who will be held responsible by the Board for the discipline and moral supervision of such Students, for due care as regards their board and lodging, and for their regular attendance at the Classes of Instruction at the Training Schools.

109. For each Non-Resident Student of the latter class an allowance at the rate of £32 a year shall be made to the Committee of Managers, payable Monthly on Certificates of Residence and Attendance.

110. Students will be required to teach in the Practising School as directed by the Principal, and when not engaged in teaching, they will receive instruction from the Principal or from the Teachers of the Practising School according to the Time Table approved by the Inspector.

111. Students will be required to assist in superintending the conduct of the scholars of the Practising School during play hours.

112. No Students should be allowed to receive visitors except with the permission of the Principal.

113. On Sundays the Resident Students shall attend the Public Worship of their Denominations to which they respectively belong, and shall produce to the Principal at the end of every three months certificates to the effect that they have so attended with regularity. They may, by permission of the Principal, visit their friends whilst not occupied in attending Public Worship.

114. Any Student guilty of gross insolence, persistent disobedience or immoral conduct, shall be temporarily suspended from attendance by the Inspector, and the matter at once reported to the Board with a view to his or her expulsion.

115. The Principal shall keep a diary devoted exclusively to the Training School, in which shall be recorded any instance of misconduct or any meritorious conduct of any Student.

116. The Principal may adopt special measures to enforce cleanliness of person and dress on the Students, and to compel them, if need be, to keep their quarters clean.

117. Students who require medical treatment will be treated in or prescribed for at the Public Hospital free of charge.

118. The term of training shall be two years for Pupil Teachers from Elementary Schools, or persons who have never had charge of an Elementary School, and one year for Teachers who have been in charge of Elementary Schools, but who have not yet passed through a Training School. The examination to be passed by the Students at the end of their first year of training shall consist of the compulsory subjects specified in Schedule B. Students who fail shall not be permitted to remain in the school. At the end of a student's term of training he or she must pass the examination specified in Schedule B.

119. Students trained in a Government Training School shall have no claim in consequence to be employed in a Government School in preference to any other.

PRACTISING SCHOOLS.

120. The Practising Schools shall be under the general control and supervision of the Principals of the respective Training Schools, but Head Teachers shall be appointed as to other Elementary Schools.

121. The fees charged at these schools shall be for scholars over the age of ten years at the rate of Five Shillings per month for the first child and Two Shillings and Sixpence for the second and every other child of a family ; and for scholars under the age of ten years Two Shillings and Sixpence ; and in the Infant Department One Shilling and Threepence for the second and every other child of a family. These fees shall be paid in advance and for the whole month, or in the case of any month in which a vacation or part of a vacation occurs, for the portion of the month during which school shall be kept.

122. Pupils over sixteen years of age who have passed the examination in Standard VII. may, on the recommendation of the Principal, be appointed non-resident Students in the Training Schools by the Inspector of Schools.

123. The vacations of the Training and Practising Schools shall be the same as those fixed for Elementary Schools, except that the vacation in the middle of the year shall be for one month beginning on 16th August.

124. Children may be admitted to the Infant Department of the Girls' School from the age of three years.

125. The Teaching Staff of these Schools shall not be regulated by Rule 65, but shall be specially determined by the Board of Education, as may be required from time to time.

The following Rules shall apply to Training Schools recognized by but not established or maintained by the Board.

126. No grant will be made to a Training School unless the Board is satisfied with the premises, management and staff.

127. No grant will be made in respect of any Student admitted to such school unless the following conditions have been complied with :—

- (a.) Every Student on admission must sign a declaration in the [prescribed] Form . . .
- (b.) Previous to admission every student must have passed satisfactorily the Inspector's Examination specified for Pupil Teachers at the end of the third year.
- (c.) Every Student must at the time of his or her admission be at least sixteen years of age, and shew that his or her health is satisfactory, and that he or she is free from bodily infirmity.

128. Subject to the above conditions the admission of any Student into such Training School shall be entirely in the discretion of the authorities of the school.

129. The power of dismissing for misconduct or for other good cause a Student who shall have been admitted to a Training School shall rest entirely with the authorities of the school.

130. Every Training School will be required to include either on its premises or within a convenient distance a Practising School in which the Students may learn the practical exercise of their profession.

131. Students in Training Schools may be of two classes, Resident and Non-Resident.

132. The sum provided in the Annual Estimates for the training of Teachers in Assisted Schools shall be divided among the recognized Training Schools in proportion to the average attendance at the schools of the groups to which such Training Schools belong. The average attendance to be calculated for the four last quarters for which Returns are available.

133. The sum so available for each Training School shall be distributed as follows :—

- (a.) Resident Students, each £40 per annum. Non-Resident Students, each £8 per annum. Payment to be monthly on Certificate of Residence or Attendance.
- (b.) Rent Allowance to be paid, as approved by the Board, quarterly.
- (c.) A gratuity of £1 per annum for each Student in training will also be allowed to the Head Teacher of the Practising School in which such Student shall learn the practical exercise of the profession.

134. All Students in training must be submitted for examination by the Inspector at such times, being not less than once in every year, as the Board shall direct.

135. The term of training shall be two years for Pupil Teachers from Elementary Schools, or persons who have never had charge of an Elementary School, and one year for Teachers who have been in charge of Elementary Schools, but who have not yet passed through a Training School. The examination to be passed by the Students at the end of their first year of training shall consist of the compulsory subjects specified in Schedule B. Students who fail shall not be permitted to remain in the school. At the end of a Student's term of training he or she must pass the Examination specified in Schedule B.

PART III.—INDIAN SCHOOLS.

136. Special Indian Schools will, except where otherwise provided by Rules made by the Board, be subject to the Rules made by the Board with respect to Elementary Schools.

137. A minimum average daily attendance of 40 Indian children shall entitle an Indian School to aid from public funds: and the attendance grants payable under Rule 70 shall be paid for an average daily attendance of 40 scholars or upwards.

138. The Attendance Grant provided under Rule 70 to be paid to Head Teachers in Elementary Schools shall in the case of Indian Schools be paid to the Managers of such Schools.

139. Teachers employed in Special Indian Schools must hold either Certificates granted in pursuance of the Rules governing Elementary Schools, or Special Certificates of Competency as Teachers in Indian Schools, referred to in Rule 38 as Certificates of Class V., which will be granted by the Board after examination in the subjects specified in Schedule B.; provided, however, that Hindi shall be a compulsory subject, and Mensuration an optional subject for the examination for such Certificates.

140. In every Special Indian School there must be employed one or more Teachers acquainted with both the English and Hindustani languages, as may appear advisable to the Inspector of Schools.

SCHEDULE A.

COURSE OF SECULAR INSTRUCTION.

I. *Reading* with intelligence will be required in all the Standards, and increased fluency and expression in successive years. The examiner may examine from any of the books in use in the Standard ; and in Standard IV. and upwards, from any book or passage suitable for the purpose which he may select. The intelligence of the Reading will be tested partly by questions on the meaning of what is read.

II. *Arithmetic*.—The Inspector should satisfy himself that the principles of Arithmetic are properly taught. The Tables to be learned include those Weights and Measures only which are in ordinary use.

The work of girls will be judged more leniently than that of boys ; and, as a rule, the sums set will be easier.

III. *Singing* must be taught in all Schools by note, if possible. If singing by note, whether by the old notation or the tonic Sol-fa method, be taught successfully, the fact will be considered in determining the Annual Bonus.

At least 4 new songs must be taught each year.

IV. *Drill* must be taught in all Schools.

V. *Agriculture*.—Everything grown in school plots should, if possible, be sold, and of the proceeds one-third should be retained by the Head Teacher, one-third be divided amongst the scholars who have worked on the school plots, and the remaining third utilized for the upkeep of the necessary implements and other requisites.

A correct record must be kept in the Log Book of the disposal of all the produce of the school plot, whether by sale or otherwise.

Books sanctioned by the Board of Education.

Chambers' English Readers.
The Public School Series.
Laurie's Technical Series.
Blackie's Comprehensive Series.
The Graphic Readers—Collins.
Royal Readers—Nelson.

Whiteland's Series for Girls.
New National Reading Books.
DeSuze's Geography of Trinidad.
De Suze's Columbian Geography.
T.S.P.C.A. Pamphlet on Kindness to Animals.

Geography.—Geography Reading Books—Nat. Soc.

Do.

Do. —Cassell and Co.

Nature Teaching—Imperial Department of Agriculture.

Hints for School Gardens.—Imperial Department of Agriculture.

INFANTS' SCHOOLS AND CLASSES.

(*Ordinary Age from 4 to 7 years.*)

READING.—*First Stage*—(1.) To know the Letters of the Alphabet, and to read and spell words of two letters.

Second Stage.—(2.) To read from a Reading Sheet or from an easy Primer containing words of three or four letters.

Third Stage.—(3.) To read sentences from any Infant Reader, and to spell any of the words that occur in it.

WRITING.—(1.) To copy on slate from the Blackboard any of the small letters.

(2.) To copy on slate from the Blackboard words of two or three letters.

(3.) To copy on slate from the Blackboard any word from an Infant Reader. The word may commence with a capital letter.

ARITHMETIC.—(1.) To point out and write on slate, figures from 0 to 9 and count up to 20.

(2.) To write on slate from dictation figures up to 20 ; to count up to 50. Twice-times table.

(3.) To write on slate from dictation figures up to 50. To add mentally figures up to 20. To count up to 100. Two and three-times table.

NEEDLEWORK.—Needle drill. Position drill. Strips (18 inches by 2 inches) in simple hemming with coloured cotton in the following order : 1 black, 2 red, 3 blue.

Lessons should be given to infants in marching, physical exercises, singing (action songs), recitation, common objects and Kindergarten exercises.

The main object of the Inspectors will be to discover whether the infants have been interestingly and usefully employed, and taught to observe and to think.

STANDARD I.

(Ordinary Age from 7 to 9 years.)

Reading.—To read a short passage from a First Standard Reading Book (not confined to words of one syllable).

Writing.—To copy in M.S. characters a line of print commencing with a capital letter. Copybooks (large and half text hand) to be shown.

Arithmetic.—Notation and numeration up to 1,000 ; simple addition and subtraction of numbers of not more than three figures. In addition not more than five lines to be given. The multiplication table to 6 times 12.

Object Lessons.—Simple lessons on common objects (*e.g.*, a lead pencil ; postage stamp ; clock ; money ; a railway train). Foods and Clothing Materials (*e.g.*, bread ; milk ; cotton ; wool). A list of at least twelve objects on which lessons have been given during the year must be ready for the Inspector on the day of examination.

Needlework (for girls).—Hemming, seaming, felling. Any garment or useful article, showing these stitches (*e.g.*, a child's pinafore, or pocket handkerchief).

STANDARD II.

(Ordinary Age from 9 to 10 years.)

Reading.—To read a short passage from a Second Standard Reading Book.

Writing.—A passage of not more than six lines from a Second Standard Reading Book, read slowly once and then dictated word by word. Copy books to be shown.

Arithmetic.—Notation and numeration up to 100,000. The four simple rules to short division. The multiplication table; and the pence table to 12s.

English.—To point out Nouns and Verbs. To recite twenty lines of poetry with intelligence.

Geography.—A plan of the school and play-ground. The four Cardinal points. The meaning and use of a map.

Object Lessons.—Simple lessons on animals. (Blackie's Tropical Readers, Book I., Part I.)

Needlework (Girls).—Same as Standard I., with greater skill.

STANDARD III.

(*Ordinary Age from 10 to 11 years.*)

Reading.—To read a passage from a Third Standard Reading Book.

Writing.—Six lines from a Third Standard Reading Book, read slowly once and then dictated. Copybooks to be shown.

Arithmetic.—The former rules with long division. Addition and subtraction of money.

English.—To point out Nouns, Verbs and Adjectives in sentences, and to form sentences containing those parts of speech. To recite thirty lines of poetry with intelligence.

Geography.—The definitions of geographical terms illustrated by reference to a map (the map of Trinidad, if possible). The shape of the earth. The continents and oceans.

Object Lessons.—Lessons on well-known plants. (Blackie's Tropical Reader. Book I., Part II.)

Agriculture.—(Boys.) Practical illustration and application of the lessons from the Tropical Readers in School Plots or Pots and Boxes.

Drawing.—(Boys.) In lieu of Agriculture.

Needlework.—(Girls.) Stitching and sewing on strings. Any suitable garment, e.g., pinafore or apron. Herringbone stitch on canvas or flannel.

STANDARD IV.

(*Ordinary Age from 11 to 12 years.*)

Reading.—To read a passage from the Fourth Standard Reading Book.

Writing.—Eight lines of poetry or prose read slowly once and then dictated.

Arithmetic.—Compound rules (money) and reduction of common weights and measures.

English.—To point out the parts of speech in a sentence, and to distinguish the subject and predicate. To understand the use of the marks of punctuation. To recite 40 lines of poetry with intelligence.

Geography.—The West Indies (Trinidad more particularly). The chief physical features of England, and the positions and industries of the most important towns.

Object Lessons.—Lessons on animal and plant life. (Blackie's Tropical Reader, Book II., Parts I. and II.)

Agriculture.—(Boys.) Practical application in School Plots.

Drawing.—(Boys.) In lieu of Agriculture.

Needlework.—(Girls.) Gathering and setting in gathers. Plain darning. Patching on coarse flannel. An untrimmed garment.

STANDARD V.

(Ordinary Age from 12 to 13 years.)

Reading.—To read a passage from the Fifth Standard Reading Book.

Writing.—Writing from memory the substance of a short story read out twice. Spelling, handwriting and correct expression to be considered. Copybooks to be shown.

Arithmetic.—Practice, bills of parcels, and single rule of three by the method of unity. Addition and subtraction of proper fractions with denominators not exceeding 12.

English.—Parsing and analysis of simple sentences. To recite 50 lines of poetry with intelligence.

Geography.—Great Britain and Ireland, India and the West Indies.

Object Lessons.—Lessons on cultivation of the soil, and on health. (Blackie's Tropical Reader, Book II., Parts III. and IV.)

Agriculture.—(Boys.) Practical application in School Plots.

Drawing.—(Boys.) In lieu of Agriculture.

Needlework.—(Girls.) Button-holing and sewing on buttons. Cutting out any garment required of Standard III. (a suitable garment to be made up.)

STANDARD VI.

(Ordinary Age from 13 to 14 years.)

Reading.—To read a passage from a Reading Book or some Standard Author.

Writing.—Same as for Standard V.

Arithmetic.—Fractions, vulgar and decimal; simple proportion and simple interest. Mensuration of rectangles and rectangular solids (but not extraction of square and cube roots) for boys only.

English.—Parsing and analysis of easy complex sentences. To recite 50 lines of poetry with intelligence.

Geography.—The British Empire. General outlines of geography of the world. Latitude and longitude. Day and night. The seasons.

Object Lessons.—Recapitulation of the lessons in the Tropical Readers, Books I. and II.

Agriculture.—(Boys.) Practical application in School Plots.

Drawing.—(Boys.) In lieu of Agriculture.

Needlework.—(Girls.) Patching, darning, and cutting out a garment suitable for making up in Standard IV., and fixing work. (A suitable garment to be made up.)

STANDARD VII

(*Ordinary Age from 14 to 15 years.*)

Reading.—To read a passage from some Standard Author.

Writing.—A theme or letter; or, from memory, the substance of a passage read aloud twice. Composition, spelling, and hand-writing to be considered. Exercise books to be shown.

Arithmetic.—Averages, percentages, and stocks; and work of previous Standards.

English.—Analysis of sentences. To recite sixty lines of poetry with intelligence.

Geography.—Same as Standard VI.

Agriculture.—(Boys.) Practical work in School Plots.

Drawing.—(Boys.) In lieu of Agriculture.

Domestic Economy.—(Girls.)

Needlework.—(Girls.) Same as previous Standard but with increased skill; and gusset-making.

DRAWING.

Scheme of Drawing Lessons.

STANDARDS I., II.—To draw on a slate, with and without ruler, *straight lines*—vertical, horizontal, oblique; *angles*—right, acute, obtuse.

To mark off on straight lines one, two, and three inches.

To divide straight lines by points in two, four, and eight equal parts.

To draw any familiar simple object formed by straight lines.

STANDARDS III., IV.—To draw on slate with and without ruler, *equilateral* and *isosceles triangles*; *square* (side 3 inches) with *diameters*; *rhombus*; *concentric squares* (sides 4 inches, 2 inches, 1 inch) with *diameters*.

Freehand Drawing of regular rectilinear forms.

STANDARDS V., VI., VII.—To draw with and without ruler, *parallel lines* with one inch space between them; *regular octagons* and *hexagons*.

Freehand Drawing from the flat of simple curved figures.

Drawing from rectangular and circular models, or easy common objects.

SINGING.

SINGING TESTS.

For Schools using the Staff Notation.

DIVISION I.

Note Test.—1. To sing, as pointed out by the examiner, the notes of the key-chord of *C* in an easy order, using the Sol-fa syllables (*Do Mi Sol Do*).

234 *The System of Education in Trinidad and Tobago.*

Song Test.—2. To sing sweetly an easy school-song or action-song previously prepared.

The compass of these songs should not exceed the limit of an octave, say from C to C or D to D, in the treble staves, and the words should be such as children can understand.

DIVISION II.

Note Test.—1. To sing slowly, as pointed out by the examiner, and using the Sol-fa syllables, the ascending and descending notes of the scale of C (*Do*) the notes of the key-chord of C (*Do Mi Sol Do*), in any order; and also small groups of consecutive notes of the scale of C as written by the examiner.

Time Test.—2. To sing on one sound to the syllable "*laa*," an exercise in $\frac{3}{4}$ or $\frac{1}{2}$ time, which shall include minims or crochets.

Ear Test.—3. To repeat (*i.e.*, imitate, not name) a simple phrase of not more than four notes using the syllable "*laa*," after hearing the examiner or teacher sing (or play) it twice through.

Song Test.—4. To sing in unison, in good time and tune, and sweetly, any one of the four school-songs previously prepared.

DIVISION III.

Note Test.—1. To sing slowly as pointed out by the examiner, using the Sol-fa syllables, a series of notes in the key of C, containing an F sharp contradicted by an F natural, and a B flat contradicted by a B natural. The F sharp should be approached by the note G and return to G, and the B flat should be approached by C and followed by A.

Time Test.—2. To sing on one sound to the syllable "*laa*" an exercise in $\frac{3}{4}$ or $\frac{1}{2}$ time, containing semibreves, minims, crochets, and quavers, with dotted minims; and rests on non-accented portions of the bar.

Ear Test.—3. To repeat and afterwards name any three consecutive notes of the scale of C which the examiner or teacher may twice sing to the syllable "*laa*" (or play) each time first giving the chord of the scale of C.

Song Test.—4. To sing in unison or parts, in good time and tune and with due expression, any one of the four school-songs previously prepared.

For Schools using the Tonic Sol-fa Method and Notation.

DIVISION I.

1. To sing from the examiner's pointing on the modulator the tones of a *Doh*-chord in an easy order, using the Sol-fa syllables.

2. To sing sweetly an easy school-song or action-song previously prepared.

The compass of the music should not, if possible, exceed the limit of an octave, and the words should be such as children can understand.

DIVISION II.

Note Test.—1. To Sol-fa slowly from the examiner's pointing on the modulator, in any key—the key-tone and chord being given—the tones of the *Doh*-chord in any order, and the other tones of the scale in step-wise succession.

Time Test.—2. To sing on one tone to the syllable "*laa*" an exercise including one-pulse and two-pulse tones, in two-pulse or four-pulse measure.

Ear Test.—3. To imitate a simple phrase of not more than four notes, using the syllable "*laa*," after hearing the examiner or teacher sing or play it twice through.

Song Test.—4. To sing in unison in good time and tune, and sweetly, any one of the four school-songs (set to words) previously prepared.

DIVISION III.

Note Test.—(Modulator).—1. (a.) To Sol-fa from the examiner's pointing on the modulator, or from dictation, in any key, simple passages in the major diatonic scale, including *fe* and *ta* in step wise progression, used thus, *s fe s—d', ta l.*

Note Test (written or printed).—1. (b.) To Sol-fa at sight a written or printed exercise, including the notes of the *Doh*-chord in any order, and any other notes of the major diatonic scale in step-wise succession. The exercise not to contain any difficulties of time.

Time Test.—2. To sing on one sound to the syllable "*laa*" an exercise in three-pulse or four-pulse measure, containing one-pulse notes, half-pulse notes and whole-pulse rests on the non-accented pulses of the measure.

Ear Test.—3. To imitate to "*laa*," and afterwards name any three consecutive tones of the scale, which the examiner or teacher may *twice* sing to "*laa*" (or play), each time first giving the *Doh*-chord or the scale.

Song Test.—4. To sing in unison or parts, in good time and tune, and with due expression, any one of the four school-songs previously prepared.

SCHEDULE B.

SUBJECTS OF EXAMINATION OF CANDIDATES FOR CERTIFICATES OF COMPETENCY AS TEACHERS, 2ND AND 3RD CLASS.

I.—(i.) *Reading*—To read with distinct utterance, due attention to the punctuation, and just expression.

(ii.) *Recitation.*—To recite passages from 200 lines of a set author.

II.—(i.) *Hand Writing*—To write a specimen of the penmanship used in setting copies of text hand and small hand.

(ii.) *Dictation.*—To write a passage from Dictation.

The general character of the writing of the examination papers will be taken into account.

III.—*Arithmetic.*

(i.) To work arithmetical sums both mentally and on paper.

(ii.) To prove and explain the Rules.

IV.—*School Management.*

Candidates will be required to answer questions on the best methods of teaching Reading, Spelling, Writing, Arithmetic, and other subjects of elementary instruction; to describe the organization of a School and to explain the mode of securing the continuous occupation of every scholar during school time.

A knowledge of the Rules under the Elementary Education Ordinances will also be required.

V.—*Mensuration* (for Male Candidates.)

(Text Book : Todhunter's Mensuration for beginners—The first four Sections.)

or *Hindi*, (for Special Certificates for Teachers in Indian Schools.)

VI.—*Agriculture* (for male candidates).

(i.) Theory.

(ii.) Practice.

VII.—*Needlework* (for female candidates).

(i.) Teaching and Theory.

(ii.) Practical Needlework (First year). Scientific Dress-making (Second year).

VIII.—*Kindergarten* (for female candidates).

IX.—*English*.

(i.) The elements of Grammar, including Parsing and Analysis of sentences.

(ii.) To write in plain English a short essay on a given subject.

(iii.) Questions on the subject matter and language of a set book.

X. *Geography*.

(i.) The Geography of the British Empire, and of one of the Continents. (Candidates will be required to fill up an outline map, and to draw a map from memory; the subject of the maps to be restricted to the work of the year.)

(ii.) Elementary Physical Geography.

XI.—*Algebra*, to Quadratic Equations.

XII.—*Music*.

(i.) The Treble and Bass Staves, and the relation between them.

(ii.) Time.

(iii.)—(a.) Major and minor scales.

(b.) Intervals.

(iv.) Transposition from one key to another, and transcription from one variety of time to another.

In addition to answering the Paper of Questions a candidate will be required to satisfy the Examiner in practical skill, vocal or instrumental; or to furnish a certificate to the satisfaction of the Inspector of Schools that he or she has sufficient practical skill, vocal or instrumental, to teach singing in an Elementary School.

XIII.—*Drawing*.

(i.) Geometrical.

(ii.) Freehand.

Note (1.)—Sections I., II., III., IV., V., VI., VII., VIII., and IX. are compulsory, and unless a candidate satisfy the Examiners in them, his or her work in the other subjects will not be taken into account.

(2.)—A Candidate's marks for any subject will not be taken into account unless they exceed 30 per cent. of the full marks assigned for a compulsory, and 40 per cent. for an optional, subject.

(3.)—Candidates who take Hindi instead of Mensuration as a compulsory subject, may take Mensuration as an optional subject instead of Algebra.

SCHEDULE C*.

PUPIL TEACHERS.

FIRST YEAR.

Reading.—To read a passage from some Standard Author.

* *Text Book*. Gladman's School Method.

Writing.—To write a short passage from dictation, and also from memory the substance of a passage read aloud twice. Spelling, handwriting and correct expression to be considered.

Arithmetic.—(i.) Vulgar fractions, Simple proportion, Simple interest ; (ii.) Mensuration of rectangles and rectangular solids, for Males only.

English.—Parsing and analysis of easy complex sentences. To recite 50 lines of poetry, with the knowledge of the meaning and allusions.

Geography.—The British Empire. Europe. Latitude and Longitude. Day and night. The seasons.

Agriculture.—(Males.) The principles of Agriculture so far as they are treated in the Tropical Readers, and their practical application, or

Drawing.—(Males.)

Needlework.—(Females.) Patching, Darning, Cutting out a garment suitable for making up in Standard IV., and fixing work.

*** Teaching.**—To conduct a class in Reading to the satisfaction of the Inspector. To answer questions on means of securing order, attention, and discipline.

PUPIL TEACHERS.

SECOND YEAR.

Reading.—To read a passage from a Standard Author.

Writing.—As for first year. A theme or letter may be substituted for the substance of a passage read aloud.

Arithmetic.—Work of previous year ; with decimal fractions and compound proportion.

English.—Parsing and analysis of complex sentences. A knowledge of the ordinary prefixes in English words. To recite 60 lines of poetry, with a knowledge of the meaning and allusions.

Geography.—The British Empire. Asia. Circumstances which determine climate. Phases of the moon.

Agriculture.—(Males), or

Drawing.

Needlework.—As for first year, with greater skill ; and gusset making.

Teaching.—As for first year with increased skill in instruction and discipline, and to answer simple questions on the teaching of Reading and Writing.

PUPIL TEACHERS.

THIRD YEAR.

Reading.—To read from a Standard Author, prose and verse.

Writing.—Specimens of copy setting, including figures. A passage from dictation. The substance of a passage read aloud ; or a theme or letter. (Handwriting, spelling and correct expression to be considered.)

Arithmetic.—The work of previous years ; with averages, percentages and stocks. Mensuration of lines for Males.

English.—Parsing and analysis. Paraphrase of a passage of poetry. Prefixes and terminations. To recite 80 lines of poetry with a knowledge of the meaning and allusions.

Geography.—The British Empire. America. The ocean:—tides and currents. The atmosphere.

Agriculture.—(Males), or

Drawing.

Needlework.—Work of previous years, and whipstitch. Paper pattern (cut out and tacked together) of a girl's petticoat.

Teaching.—To give a lesson in Arithmetic to the satisfaction of the Inspector. To answer questions on the teaching of Reading, Writing, and Arithmetic, and on School Organisation. To prepare notes of a lesson.

PUPIL TEACHERS.

FOURTH YEAR.

Reading.—To read from a Standard Author, both prose and verse.

Writing.—As for Third Year.

Arithmetic.—The work of previous years with greater skill, and to prove and explain any of the rules. Mensuration of surfaces for Males.

English.—As for Third Year. To write an essay or letter on a given subject.

Geography.—The British Empire, Africa, Australasia. Elements of Physical Geography.

Agriculture.—(Males), or

Drawing.

Needlework.—Work of previous years. Paper patterns (cut out and tacked together) of a chemise and a pair of drawers.

Teaching.—To conduct a class in one of the Elementary Subjects, or in Geography, or English. To answer questions on school organisation. To prepare notes of a lesson.

SCALE OF BONUSES UNDER RULE 71.

	VERY GOOD.	GOOD.	FAIR.	NOT SATIS- FACTORY.
Organisation and discipline - -	8d.	6d.	4d.	—
Progress in elementary subjects (1) -	8d.	6d.	4d.	—
Progress in other subjects (2) - -	6d.	5d.	3d.	—
Progress of pupil teachers - -	6d.	4d.	3d.	—
* Object lessons - - - -	8d.	6d.	4d.	—
* Drawing (a) - - - -	4d.	3d.	2d.	—
* Needlework (b) - - - -	8d.	6d.	4d.	—
* Practical Agriculture - - - -	8d.	6d.	4d.	—
Singing by note - - - -	4d.	3d.	2d.	—

* Not included in respect of Infants' schools.

(a) For boys in schools exempted from Practical Agriculture.

(b) For girl's schools in lieu of Practical Agriculture.

(1.) Elementary Subjects include Reading, Writing, and Arithmetic.

(2.) Other Subjects include English, Geography. Drill and Singing by ear; and in mixed Schools, Needlework.

BOARD OF EDUCATION EXHIBITIONS

1. A competitive examination of pupils of Elementary Schools shall be held in the month of December of each year by the Examiners appointed by the Board.

2. Every candidate must—

- (a) Be under 12 years of age on the day of the Examination ;
- (b) Have attended not less than 150 days during the preceding 12 months at some Government or Assisted Elementary School in the Colony, and be furnished with a Certificate of good conduct by the Head Teacher of such School ;
- (c) Have passed in the Fifth Standard for the Examination of Pupils in the Elementary Schools.

3. Due notice of the time and place of each Examination shall be given by the Inspector of Schools to each Elementary (Boys' or Mixed) School.

4. The subjects of Examination shall be :—

Reading.

Writing from Dictation.

Writing out the substance of a short narrative after it has been read aloud twice by the Examiner.

Arithmetic.

Elementary Geography and Grammar, and

Questions on Common Objects.

5. A list of the candidates who satisfy the Examiners in Reading and obtain at least 75 per cent. of full marks for Dictation, 50 per cent of full marks for Arithmetic, and 40 per cent. of full marks for the other subjects of examination shall be arranged in order of merit by the Inspector of Schools.

6. The Candidates at the head of this list, not however exceeding four in number, shall be provided by the Board of Education with free tuition and the necessary stationery and school books at the Royal College or any affiliated College, according to each candidate's choice, on the acceptance of the candidate by the Principal as a pupil of such College.

7. Pupils admitted to the Colleges under the foregoing Regulations shall be styled "Board of Education Exhibitioners."

8. During the continuance of this Exhibition each Exhibitioner will be subject to the Rules and Regulations of the College to which he may be admitted, and may be dismissed in accordance with such Rules without appeal to the Board of Education.

9. The Principal of each College will furnish to the Inspector of Schools for the information of the Board of Education at the end of each term a Report on the conduct and progress of each Exhibitioner.

10. The Exhibition will in each case continue so long as the Exhibitioner's conduct and progress, as shown by the Term Reports, is deemed satisfactory ; or until he has completed his eighteenth year.

Made by the Board of Education at a Meeting on the 26th of August, 1902.

Laid before the Legislative Council on the 8th day of September, 1902, and not disallowed.

COUNCIL CHAMBER,
8th October, 1902.

APPENDIX C.

EXTRACT FROM THE REPORT OF SELECT COMMITTEE OF THE BOARD OF EDUCATION *re* SPECIAL INDIAN SCHOOLS.

The Select Committee of the Board of Education appointed on 25th January to consider the question of Aid to Special Indian Schools and the motion on the subject which was referred for their consideration have the honour to report as follows :—

1. The question raised in the motion brought before the Board was in the following terms :—

“That in the opinion of the Board it is not advisable that separate special Indian Schools should be established or aided except in districts in which there is a preponderance of children of indentured immigrants for whose attendance there is no other school available, and that in future aid should not be granted to special Indian Schools in districts that do not comply with the above condition.”

2.

3. Special Indian Schools are established under Section 10 of Ordinance 12 of 1891, which requires them to be open to children of all races. The Rules which govern these Schools (144–148 new Code*) provide that a minimum average daily attendance of 30 Indian children shall entitle an Indian School to aid from public funds, the minimum in other Elementary Schools being 40 ; and that the attendance grant paid to Head Teachers in other Elementary Schools shall be paid to the Managers of Indian Schools. Indian Schools when first started were intended to meet the wants of Indian children on Estates, and in the Reports of the late Inspector of Schools they are described as Indian Estates Schools.

4. The Canadian Mission (Presbyterian) have under their management 41 special Indian Schools ; the Church of England have three and the Roman Catholics two. In these Schools on the 31st December, 1897, there were 2,891 Indian children on the Roll ; and on the Roll of other Elementary Schools there were 797, viz., at Government Schools 427, and at Assisted Schools 370, or a total of 3,688 Indian children. The total number of children on the Roll of Elementary Schools at the same date was 23,951, so that the Indian children on the Roll formed a percentage of only 15·30. While, therefore, special Indian Schools established under special rules and receiving aid on more favourable conditions than other schools had under their care 2,891 Indian children, other Elementary Schools had on their Roll 797 Indian children who were being educated with children of other races. Of these 427 were in Government Schools and 370 were in Roman Catholic and Church of England Assisted Schools. The motion before the Board which has been referred to your Committee has for its object the extension of the principle of amalgamation which already exists, so that instead of multiplying small schools and continuing the distinction between special Indian Schools and other Elementary Schools, the Board of Education may gradually and without disturbing existing schools encourage the establishment of mixed schools in which Indian children shall be educated side by side with those of other races.

5.

[* Rules 136–140 of the latest Code (1902). The minimum average daily attendance is now 40 for Indian Schools and 50 for other Elementary Schools.]

6. The Committee recognise the valuable work which has been done in connection with the Indian population generally and the education of Indian children by the Canadian Mission, but while acknowledging that the Indian Schools established by Drs. Morton and Grant and their coadjutors and by the Church of England and the Roman Catholic Church, have to a certain extent met a long felt want, the Committee in view of the figures furnished by the Inspector of Schools cannot help calling attention to the necessity of further action in order to increase the attendance of Indian children. It is satisfactory to know that in spite of the prejudices which exist (and of which perhaps too much is made) to mixed schools there are so many Indian children in attendance at Government Schools and at ordinary Elementary Schools, and the Committee consider the figures given as a strong argument for the policy they feel it incumbent on them to recommend.

7. The East Indian population now forms about one-third of the entire population of the Island. It is a permanent factor in the development and prosperity of the Colony. East Indians are gradually assuming their rightful position, and are undertaking their duties and responsibilities as citizens, and they are asserting their right to all the privileges of British subjects. They should therefore not be treated as a distinct class or section of the population, and so far as the education of their children is concerned they should not be encouraged to isolate themselves and to keep their children aloof from the children of other races. While therefore preserving vested interests, your Committee are of opinion that notice should be given that except in districts where there is a preponderance of children of East Indian parentage for whose attendance there is no other school available, aid will not be given to special Indian Schools. New districts are being opened up by the extension of railway lines, and your Committee recommend that all new schools in these districts should be treated as ordinary Assisted Schools and the multiplication of special Indian Schools discouraged.

8. In connection with this matter your Committee consider that the attendance of Indian children, as well as of children of the general population, can only be adequately increased by some provision for compulsory education, and they believe that if the system were tried it would tend to the establishment of larger schools and the reduction of the number of small schools in thickly settled districts.

DAVID B. HORSFORD.
LÉON GIUSEPPI.
RENÉ DE VERTEUIL.
CHAS. CLARENCE SOODEEN.
R. GERVASE BUSHE.

Council Chamber, 26th April, 1898.

APPENDIX D.

(i) *REPORT OF THE COMMISSION APPOINTED TO ENQUIRE INTO THE QUESTIONS OF FREE AND COMPULSORY EDUCATION IN THE PRIMARY SCHOOLS OF THE COLONY.

We the Commissioners appointed by Your Excellency to enquire into the questions of Free and Compulsory Education in the Primary Schools

* Extract from Minute (No. 49 of 1895) from the Governor laying the Report of a Commission appointed to enquire into the questions of Free and Compulsory Education in the Primary Schools of the Colony. (Council Paper No. 117 of 1895).

of this Colony, have considered the matters to us referred, and have the honour to submit the following Report :—

Public meetings of Commission. 1. For the purposes of enquiry we held public sittings in Port-of-Spain and San Fernando.

These sittings were numerously attended by the Managers and Teachers of the Government and Assisted Schools, and we have had the advantage of hearing their views upon the questions before us, as well as the views of others interested in Education.

Reports, etc. 2. We have also considered the various Reports, Returns and other Papers relating to Primary Education in this Colony and elsewhere, which have been placed before us.

Recommendations. 3. The result of our enquiries is that we are of opinion, and we recommend:

Free Education. First as to the question of Free Education :—

a. That there should be no fees charged for tuition in Primary Schools.

b. That the Government should make compensation to the Managers of the Assisted Schools for the loss of school fees, such compensation to be at the rate of seven shillings and sixpence a year for each child in average attendance, and to be paid to the Managers quarterly upon the production of such vouchers, etc., as the Regulations of the Board of Education may require.

Provisions for "Fee" Schools. Government not to pay the School fees in "Fee Schools." Provided that the Managers of any school may apply to the Board of Education for an order declaring that such school is, as to fees, excepted from the provisions of the Ordinance (to be passed to carry into effect these recommendations) and is a "Fee School." In the case of "Fee Schools" no payment should be made by the Government in respect of any charge for fees for any scholar attending such school.

Compulsory Education. Children between the ages of 6 and 10 to attend school. Secondly, as to Education in Primary Schools being compulsory :

Penalties. 4. That it should be enacted that every child between the ages of six and ten shall subject to Regulations to be made by the Board of Education attend a Primary School, and that the parent or guardian of any child between the ages of six and ten (not being exempt from attending school under such Regulations) who fails to attend a Primary School shall, subject to the provisions of such Regulations, be guilty of an offence, and be liable to such penalties as may be fixed by the Ordinance.

Regulations as to Compulsory Education. 5. Such Regulations shall fix the conditions on which children shall be wholly or partially exempt from the operation of the Ordinance. One of such Regulations shall be that no parent or guardian shall be compelled to send any child to any denominational school to which such parent or guardian shall have any conscientious objection.

Board of Education to have Compulsory powers as to School Attendance Committees. 6. Thirdly as to the arrangements under which Compulsory Education should be established. We consider that the Board of Education should have the power by themselves or through Attendance Committees appointed by them to compel children between the ages of six and ten to attend Primary Schools.

7. We think that local Attendance Committees would be of the greatest use in promoting Education, and we recommend that the Board of Education should appoint in each Town, Ward Union or School District a local Attendance Committee, that the Managers of the Schools within each such Town, Ward Union or School District should be *ex-officio* Members of the School Attendance Committee, that such Committees should meet at least once a quarter at a time and place to be fixed ; and that an officer or officers should be appointed in each Town, Ward Union or School District to carry out the orders of the Attendance Committee.

8. Cases of non-attendance would be brought before the Attendance Committees by their officers for enquiry whether there were circumstances sufficient within the meaning of the Regulations to exonerate the parents or guardians in respect of the failure of their children to attend school.

How non-attendance is to be dealt with by the Attendance Committee.

Should the Attendance Committee think that no exonerating circumstances exist, then they should warn the parent or guardian that the child must attend school.

Should the parent or guardian regardless of such warning still fail to cause the child to go to school—the Attendance Committee shall apply to the Board of Education that the Town, Ward Union or School District be proclaimed as a District in which the Board's Compulsory powers should be exercised by the Attendance Committee. On the Town, Ward Union or School District being so proclaimed the Attendance Committee shall, by their Officer, serve an Attendance Notice upon such parent or guardian ; if such notice is not complied with, then such Officer shall proceed to recover summarily, free from cost, against such parent or guardian, the penalty fixed by the Ordinance.

9. We further recommend that whenever in any Town, Ward Union or School District in the opinion of the Board of Education the school attendance of children whose duty it is to attend school is insufficient and the Board of Education is satisfied that the insufficiency of such attendance does not arise from causes which under the Regulations would exonerate the parents or guardians from sending their children to school, then the Board of Education may give notice to the Managers of the Primary Schools within such Town, Ward Union or School District that, unless within three months from the date of such notice the attendance of the children is sufficient to satisfy the Board, the Board will proceed to put in force within such Town, Ward Union or School District its compulsory powers as to school attendance.

Compulsory powers of the Board how put in force.

10. At the expiration of such notice, if the Board of Education is still not satisfied with the attendance, the Board shall declare such Town, Ward Union or School District to be a District in which the Compulsory powers of the Board shall be exercised and thereupon the Board may appoint officers for the purpose of putting into force the compulsory powers of the Board within such Town, Ward Union or School District and for recovering such penalties as may be fixed by the Ordinance.

The Board to have power to appoint officers.

11. No proceedings shall be taken against any parent or guardian within such Town, Ward Union or School District until after such Town, Ward Union or School District has been declared to be subject to the Board's compulsory powers.

When proceedings may be taken.

12. The remuneration to such Officers, and the time for which they are engaged to act, shall be fixed by the Board of Education.

Officers.

13. We think that arrangements could be made for the execution of the duties of Attendance Committee Officer in Towns by the Sanitary Inspectors ; and in Ward Unions or School Districts by the Ward Officers—such Officers being paid some addition to their salary by the Board of Education.

By whom duties of Officer to be executed.

14. The next and last question is what will be the cost of giving effect to our recommendations, and the means whereby sufficient funds may be made available to meet such cost.

Cost of recommendations.

15. After taking into consideration the present number of children on the school rolls, and their average attendance, and the number of schoolable children in the Colony, we think that if the compulsory powers to be given to the Board of Education were exercised throughout the Colony to the fullest extent, the average attendance of children between the ages of 6 and 10 would in time be increased by 7,500.

Increase of children for whom fees have to be paid.

16. The additional cost of the schooling of these 7,500 children to the

Additional

Cost per
annum.

Colony including everything, except additional buildings, would be from £13,500 to £14,000 per annum.

To this must be added the £2,500 hitherto received for fees which it is now proposed that the Government shall pay, making a total increase of expenditure by the Government on Primary Education of from £16,000 to £18,500 per annum.

It must be some years before the increase of scholars will amount to 7,500.

Expenditure
to be met by
creation of an
Education
Trust.

17. For the present this increased expenditure might be met by the creation of an Education Trust for the administration of the Funds paid by the Government towards Education both Primary and Secondary. Such Trust to be endowed by the Government by an annual subvention equal to 7 per cent. of the gross revenue of the Colony of each year.

The Governor of the Colony would be Chairman of the Trust.

The Trust to have borrowing powers limited by the Ordinance creating the Trust, for college and school building purposes.

Industrial
Education.

18. The Elementary Education Ordinance, 1890, Section 10, and Rules 28 and 29 of the Revised Rules under the Elementary Education Ordinances,* with reference to handicrafts and agriculture make provision for the Industrial Education of children attending Elementary Schools. Nothing in our opinion could be more conducive to the welfare of the Colony than that such provisions should be carried out, and that children while at school should receive Industrial Instruction and be taught the value and importance of manual labour.

(Sgd.) JOHN T. GOLDNEY,
Chairman.

„ FR. M. DOMINIQUE.
„ VINCENT BROWN.
„ DAVID B. HORSFORD.
„ EDGAR AGOSTINI.
„ H. A. ALCAZAR.
„ MATTHEW FARRELLY.
„ JOHN MORTON.
„ LIONEL M. FRASER.

Mr. Fen-
wick's Sepa-
rate Report.

I can only recommend the abolition of School Fees on the express condition that Primary Education is made compulsory.

The evidence taken by the Commission was principally that of Wardens, Clergy, Managers and Masters of Schools, all of them directly interested in the abolition of Fees—the Wardens only to the extent of being saved a great deal of troublesome and sometimes unpleasant work—the others pecuniarily; but almost all of them made it clear that they did not favour any really effective measures of compulsion.

2. I fail to see why the Government should compensate the managers of Assisted Schools for loss of fees. The Government is not seeking to impose Free Education upon the Assisted Schools against the will of those who promote and support them, but is rather seeking to meet, as far as possible, their express wishes.

3. I am of opinion that the cost of carrying out the suggestions made in the Report is underestimated, and that Primary Education cannot be made free and compulsory at a reasonable cost except it be confined to Government Schools.

*This refers to the Revised Rules of 1893, which can be seen at the Board of Education Library. For present regulations relating to Agricultural Instruction see Schedule A, of the New Code of Rules, 1902 (p. 229 above).

The attempt to carry it out under the dual system of Government and Assisted Denominational Schools will inevitably lead to the multiplication of small schools, inefficiently provided both as to Teaching Staff and to other requirements, and consequent lowering of the standard of instruction.

One school in the place of two or three would necessarily have a complete staff of teachers, and would be in a position to provide everything of the best in the way of school requirements.

In every such school—or within the same enclosure—should be provided, when asked for, separate class rooms where religious instruction could be given by the various Denominations at certain hours, each Denomination to have its own class room, and these rooms to be used for no other purpose.

In this way religious instruction could be imparted under much more favourable circumstances than obtain at Denominational Schools, and a great defect of the Government Schools, as at present conducted, viz., the absence of all religious instruction, thus overcome.

4. The Commission has been instructed to state under what general scheme and "particular arrangements" any suggestions as to Free and Compulsory Education should be carried out.

The whole question of compulsion, involving as it does all the points upon which there is likely to be any serious difference of opinion, is, practically, referred back to the Board of Education.

For these reasons I am unable to sign the report of the majority of the members of the Commission.

(Sgd) G. TOWNSEND FENWICK.

30th May, 1895.

Although I think Compulsory Education desirable, I am unable to sign Mr. Bourne's the Report of the majority of the Commissioners on the following grounds:— Separate Report.

1. The scheme abolishes fees without giving any powers of compulsion to local Managers, unless the district concerned has been proclaimed by the Education Board.

2. If, as is probable, a majority of the Education Board should oppose to compulsion, the compulsory clauses will probably be a dead letter.

3. The weight of evidence tendered, so far as I have heard it, is to the effect that the abolition of fees without compulsion will have little effect upon attendance.

4. In any case, the individual truant, however wild, cannot be touched unless the whole district is proclaimed.

5. In short, no result will be certainly secured except the division of some £2,500 a year of the taxpayers' money among parents at present paying, and therefore able to pay, school fees, and various school authorities who at present pay fees in order to secure grants.

6. It may well be that this result is desirable on the grounds that, for want of machinery, the existing system of remissions cannot be worked fairly, and that the teachers' time should not be wasted in the collection of fees. This, however, has not been treated as the issue before us, and no evidence has been given in my hearing in support of this contention, or of the desirability of abolishing fees except on the ground that attendance would be thereby increased.

7. If fees are abolished now, there will be nothing left to offer to the Assisted Schools in the future in case their acquiescence in a real system of compulsory education is sought.

8. The estimate of 7 per cent. on the gross revenue of Trinidad is in my opinion quite inadequate to meet the cost of the scheme should it be carried out with such success as to add 7,500 to the present number of scholars.

Taking 7 per cent. as an increase of 1 or $1\frac{1}{2}$ per cent. on the present expenditure on education, in round numbers—

Revenue = £800,000

1 or $1\frac{1}{2}$ per cent. on this = £8,000 or £9,000 ; while
7,500 children at £2 per head = £15,000.

Moreover, to the above £15,000 must be added (1) the cost of additional buildings (if any) ; (2) the cost of increased attendance of children under six and over ten years of age, who are excluded from the compulsory scheme, but must be affected by it ; (3) the cost of compulsory machinery. The salaries of " hunting officers," sufficient in quantity and efficient in quality, will, if I may judge from my English experience, amount to a considerable sum.

(Sgd.) H. CLARENCE BOURNE.

18th May, 1895.

Rev. Canon
Trotter's
Separate Re-
port.

I. The reason why I am presenting a separate Report is because I consider the Report itself does not in the main issues go far enough.

1. It recommends Free Education.

2. It recommends Compulsory Education.

But the majority are unwilling to affirm that these two recommendations must be carried out *together*, if the future Education of the Colony is to be satisfactory. On the contrary, I am of opinion that very little gain would be obtained by making Education *free*, if at the same time it is not made compulsory. Further, the Government are being asked to provide the money now received as School Fees (some £3,000 a year) without receiving any commensurate return. I am therefore in favour of the Education being made *both free and compulsory*, if there is any change at all from the present system, and some change is very necessary.

II. I do not consider that the recommendations as to compulsory attendance are satisfactory.

If the School Attendance Committees are to be of any real assistance, their powers should be known and recognised to the full *from the first*. If, after having been called into existence, they are found to have only the power of giving warnings, without any power to enforce attendance, the effect will soon wear away. *They have to fail*, before they can be vested with compulsory powers ! Then, to get those compulsory powers, they have to apply to the Board of Education. This application may be granted or it may be refused. If refused, the School Attendance Committees will then be helpless, and there is nothing to show in the Report that the Board of Education would not have it entirely in their hands to refuse or grant the powers as they might arbitrarily decide. If granted, then all the previous time has been wasted, and the School Attendance Committee will have to begin again, to recover the influence which they had lost, owing to their failure in the first instance.

Clauses 9 and 10 refer to the possibility of the School Attendance Committee being still inefficient. This has to be reasonably proved—and then three months warning is given—then the further action is " declared." All this will take *months* to accomplish, and in the " four years " school life of the child, these months will be a considerable part of the whole.

I am therefore in favour of the *whole Island* being proclaimed at once—the School Attendance Committee to be invested with their full powers *from the beginning*—the warnings if necessary to be given, and these failing to do any good that the Committee should be able—without any further application—to enforce by the compulsory powers. As soon as the Ordinance is passed, the Board of Education could draw up the regulations and modes of procedure.

III. I am of opinion that the Commission has been too discreet, in avoiding all " vexed questions," and leaving far too much for the Board

of Education to work out hereafter in detail. One or more methods should have been presented by the Commission so as to show how the real difficulties were proposed to be grappled with. I think a specimen "Ordinance" should have been attached to the Report, so that the proposed method of working would be shown.

IV. Lastly I am of opinion that a decided statement should have been made, recognising the necessity, in a Colony like this, of Assisted (or Denominational) Schools, along with those maintained wholly by the Government. The net expenditure by the Government on their own schools for each child in average attendance is £2 2s. 7d., whilst the cost to the Government for each scholar in average attendance in Assisted Schools varies from £1 6s. 1½d. (C.E.) to £1 10s. 11d. (R.C.) and £1 14s. 1½d. (Presbyterian Indian). To discourage, or even to legislate against Assisted Schools, is (apart from the still more important religious aspect of the question) highly impolitic, yet it is evident that there is a strong feeling among a certain section of the community in favour of doing so.

(Sgd.) EDWARD B. TROTTER.

I am of opinion that parents able and willing to pay should be encouraged to do so, their Fees being credited to the Government.

I object to imprisonment as a penalty under the Ordinance, until in our prisons such misdemeanants could be separated from other prisoners.

I do not concur in Clauses 8, 9, 10 and 11. I am of opinion that the Board of Education should at any time, in its discretion, be able to exercise its compulsory powers in any District.

(Sgd.) WILTSHIRE S. DOORLY.

Port-of-Spain,
31st May, 1895.

Rev. Canon
Doorly's
Separate Re-
port.

(ii.) EXTRACT FROM MINUTE (No. 32) FROM THE GOVERNOR WITH REFERENCE TO THE REPORT OF THE COMMISSION ON FREE AND COMPULSORY EDUCATION IN PRIMARY SCHOOLS. COUNCIL PAPER No. 82 OF 1896.

The Governor to the Under Secretary of State.

3, CLARGES STREET, LONDON,
6th October, 1895.

SIR,

After considering the report of the recent Trinidad Education Commission, and the subject generally, I would venture respectfully to recommend the following :—

1. The creation of an Education Trust for the Colony, to administer and control (under a law of course) all funds and matters relating to education of every description.

2. The *personnel* of the Trust to be similar to that of the present College Council and Council of Education, which would be united. The Governor to be Chairman, as at present. The Body to be divided into two Committees, one to control secondary, and the other to control primary education.

3. A fixed proportion (based on the present education expenditure, relatively very large) of the yearly public revenue of the Colony (whatever that may be) to be paid over to the Trust, to cover the whole outlay on education from public funds.

4. The Trust to have power to borrow, up to an amount not exceeding two years of its income, for building purposes.

5. All Primary Schools to be properly inspected and reported on, whether they be Government or Denominational, as they are at present.

6. The Royal College to be maintained on a basis at least equal to the present. The payment to the Roman Catholic College of St. Mary's to continue on the recently settled basis.

7. Subject to regulations and to the result of examinations and inspections, a proportion of the annual sum set aside by the Trust for primary education to be paid over to and administered by a Board of each Denomination, to cover the whole expense of the Schools of the Denomination to the public.

8. The payment to each Denominational Board to bear the same proportion to the total sum available for Primary Education (less head-quarter expenses) as the number of scholars receiving satisfactory education in the Schools of the Denomination bears to the total number of scholars in Government or Denominational Schools.

9. Payments for Denominational Training Schools to be made in proportion to the scholars in the Primary Schools of each Denomination. This is done at present.

10. The Trust and the several Denominational Boards to decide upon and pursue their own policy as to education fees or free education, in Government or Denominational Schools.

11. The question of compulsory education to be considered by the Trust, when the new system shall have got into working order. It will have to be governed by the question of the funds available. As the revenue of the Colony increases, the fixed fraction will yield a larger amount. Borrowing money to build schools will set free some current funds. I think that compulsory education (which is generally desired) may be found to be within the means of the Trust. But I think the settlement of this question may well stand over a year or so. In fact, it cannot be properly settled, till the new organisation is under way.

12. Government Primary Schools to be established or disestablished as the Trust may decide.

13. Though I speak of the Trust as such, it may be styled "The Council of Education," the Trust being created.

14. Looking to the means and other obligations and expenses of the Government of Trinidad, I am decidedly of opinion that the existing proportion of educational expenditure cannot be increased, with any prudence.

15. Legislation will be required to carry out the scheme proposed, but it will be of a comparatively simple description.

Of the above recommendations, Nos. 3 and 4 are put forward in the report of the recent Commission.

Proposal 4 would enable a Royal College to be built—a great want.

I believe these proposals, if given effect to, would greatly improve the existing condition of the Education question in Trinidad, and that they would invest it with as much contentment and peace as are possible while the partnership of Church and State in Education matters continues, as it is likely to do for some time, in Trinidad as in England.

I regard the fixed fraction proposal (No. 3) as a most desirable and important financial remedy. At present, one cannot tell what education is costing, still less what it is going to cost. The Education law is liable to come, and does come, into conflict with the Education votes.

Should the Secretary of State think proper, these remarks might be referred to Trinidad, for consideration by the Council of Education, and

by the Legislative Council, in connection with the report of the recent Commission, and with the other documents belonging to the question.

I have, etc.,

F. NAPIER BROOME.

The Governor to the Under Secretary of State.

R.M.S. "ORINOCO," AT SEA,
3rd November, 1895.

SIR,

In the letter respecting Education in Trinidad which I addressed to you, for the Secretary of State, before I left England, I omitted to refer to the greater yearly cost, *per pupil*, of the Government Primary Schools, as compared with the Assisted Schools. This factor, as well as the total number of pupils in each class of School, would have to be considered in connection with the allocation of public money. Other important questions of policy and principle are involved, but I need not advert to them in this communication, further than to say that I think they ought to be considered, and that the occasion for their consideration is now not only opportune, but imperative.

The present educational policy and system in Trinidad is held, by others as well as myself, to be wasteful and extravagant, and it threatens to become even more so.

In order that there may be no misconception of my personal attitude in the question, I beg leave to add that, whatever may be my individual opinions upon Primary Education, I am fully convinced that the Trinidad Denominational Assisted Schools cannot, and ought not to be discouraged at present. What I think can be, and ought to be, discouraged is, the dual and unduly expensive system into which the colony is drifting.

It is asserted that an equal educational result is obtained in some other Colonies at a considerably less outlay, and this should be examined into.

Requesting that these remarks may be added to those contained in my previous letter and laid before the Secretary of State.

I have, etc.,

F. NAPIER BROOME.

The Secretary of State to the Governor.

DOWNING STREET,
7th March, 1896.

SIR,

I have the honour to inform you that I have given my attentive consideration to the report enclosed in your despatch No. 273 of the 9th of July last, of the Commission appointed to enquire into and report on the question of the adoption of Free and Compulsory Education in the Primary Schools of Trinidad, and to the communications of the 6th of October and of the 3rd of November, in which you expressed suggestions of your own in regard to the matter.

2. At the outset I wish to clear the ground by expressing my opinion in regard to three important points which are raised by the Report of the Commission. These are:—

- (1) The limitation of expenditure to a fixed sum.
- (2) The appointment of a single body to control the work of education, and
- (3) The adoption of the system of granting lump sums to Denominational Boards to be administered by them.

3. Firstly, as to expenditure. The chief difficulty in the way of adopting free and compulsory education lies of course in the increased expenditure from the public treasury which it will involve, and it is proposed to meet this difficulty of an uncertain and growing expenditure by assessing the

vote for education at a fixed percentage of the gross revenue of the Colony which would be administered by an Education Trust. In my opinion, when once the principle of free and compulsory education is adopted, it is impossible to limit the cost to a fixed provision, and if the Legislative Council should in the end decide to accept the principle, they must be prepared to face the full cost.

The cost must depend upon the number of the children who are presented for examination and reach a satisfactory standard, and it cannot be kept within a specific sum.

4. Secondly, in regard to the machinery of administration, it appears to me desirable, on general grounds, to place both primary and secondary education under the control of the same authority. They are so closely connected that if they are administered by separate bodies, there is always over-lapping and competition. I am therefore in agreement with the recommendation of the Commissioners in favour of the creation of a single controlling authority, under the title of Education Trust and Board. The title of Education Board would, I think, be the more appropriate designation.

5. The third point relates to the distribution of the Education vote. The tendency in this country, and I think a wise one, is to decentralize the grants. I am not opposed therefore as at present advised to handing over lump sums to minor bodies, such as the Denominational Boards which you propose, leaving them to make their own distribution and to take the responsibility.

6. I am not aware, however, whether there is any strong demand for this system of entrusting the administration of the Government Grants to Denominational Boards, and I should be glad to learn whether you anticipate any difficulties in adopting the system in Trinidad, and whether it is likely to meet local wishes and requirements.

7. In connection with this and with one or two other matters, I should be glad to peruse the evidence which was given before the Commission—if it is accessible.

8. Passing to the more immediate consideration of the terms of the Report of the Commission, I feel considerable doubt whether the cost to the Colony of free education has not been under-estimated.

The Commission speak of "£2,500 hitherto received as fees," whereas the figures for 1894, as shewn by Council Paper No. 66 of 1895, give fees in Government Schools £1,210, fees in Assisted Schools, £2,030, or total of £3,240.

9. The Commission propose to give to the Assisted Schools compensation for loss of fees at the rate of 7s. 6d. for each child in average attendance, which taking the average attendances for 1894 (9,149) would represent a sum of rather more than £3,000, to which, if the fees received from Government Schools are added, £1,210, a sum of £4,210 is obtained, which would represent the amount which the Government would have to provide over and above what would be required in connection with the increased average attendance referred to in paragraphs 15 and 16 of the report. Moreover, there would have to be added a considerable expenditure on account of college and school buildings.

10. It is for the Government and the Legislative Council carefully to consider whether, having regard to the large expenditure which has recently been sanctioned for railways and other public works, the Colonial revenue will be able to bear the additional burden which free education will involve.

11. I am not satisfied that the proposed Board should have the power to make education compulsory in any particular district, especially as no fixed percentage of attendance is laid down to determine the action of the Board, and the manner in which it is proposed that the power should be

exercised is open to the criticism contained in Canon Trotter's separate report.

From the separate reports of Mr. Fenwick and Mr. Bourne it would indeed appear that the introduction of compulsory education may be premature, and also, that if the school fees are abolished, the attendance may not after all be materially increased.

12. I should be glad if you would furnish me with a report by the Inspector of Schools upon the recommendations of the Commission, dealing with them more particularly in the light of what is said in my present despatch.

13. The next step to take would naturally be for the Government to invite a full discussion by the Legislative Council of the recommendations of the Commission, the question for immediate settlement being the remission or retention of the school fees.

14. But, as I am not prepared to fix a limit to the Education Vote, the Government ought not to be in any way committed to the principle of free education until I have received from you the most accurate estimate you can form of the total cost to the Colony which would be involved in the adoption of the recommendations of the Commission as they stand, and until I have been able to decide with the help of your advice whether the Colonial Government would be justified in allowing the whole of this additional burden to be permanently thrown upon the general revenue.

15. If therefore you consider that there will be advantage in bringing on an early discussion, on the receipt of this despatch, it must be upon the understanding that the position of the Government is made perfectly clear.

16. It may, I think, be useful, before the Government commits itself one way or another, to hear a full expression of the views of the members of Council upon free education with an unlimited vote, and to learn whether there are any suggestions which commend themselves to the Council by way of modification of these proposals of the Commission. No doubt the desirability or otherwise of imposing a special education tax to cover part of the increased cost of free education, if adopted, would be fully discussed.

17. You will observe that the two questions on which I have stated my views above in paragraphs 4 and 5 do not stand or fall with the acceptance or rejection of free schools.

18. I have only to add that in expressing my views I wish it to be understood that I do so for the purpose of offering suggestions for consideration without intending to fetter local opinion on a subject which everywhere has special features, and is in general best left for local decision. There is one point, however, on which I am quite clear, that is that no attempt could usefully be made to limit the expenditure in Trinidad to a fixed sum, if free education is adopted, and to such an attempt I could not be a party.

I have, etc.,

J. CHAMBERLAIN.

Governor to Secretary of State.

2nd April, 1896.

[TELEGRAM.]

EDUCATION.—Would you approve fixed percentage coupled with special tax for any further money required?

Secretary of State to Governor.

9th April, 1896.

[TELEGRAM.]

Will not object to special tax providing for expenses of Education in excess of fixed proportion of revenue.

(iii.) EXTRACT FROM MINUTE (No. 65) FROM THE GOVERNOR LAYING A REPORT BY THE INSPECTOR OF SCHOOLS DEALING WITH THE RECOMMENDATIONS OF THE COMMISSION ON FREE AND COMPULSORY EDUCATION IN PRIMARY SCHOOLS. (COUNCIL PAPER No. 152 OF 1896.)

EDUCATION OFFICE,
20th July, 1896.

SIR,

I have the honour to submit the following report on the recommendations of the recent Education Commission in accordance with the instructions of His Excellency the Governor.

2. I have no doubt that the creation of a single Education Board to control both Primary and Secondary Education in place of the two existing boards will prove of advantage; and I am not aware of any objection that can be made to this proposed change.

3. In regard to the distribution of the education grants to the Assisted Schools being entrusted to denominational boards, there can be no doubt that the present system is unnecessarily centralised.

The grants are now distributed to each school by the Education Department under the following heads:—

- (1.) Three-fourths of each teacher's salary, paid monthly:
- (2.) Three-fourths of a rent allowance to the head teacher, paid monthly:
- (3.) Three-fourths of the head teacher's attendance grant, paid quarterly:
- (4.) Three-fourths of the head teacher's bonus on results, paid yearly:
- (5.) An allowance for rent of school-house, paid to the manager quarterly:
- (6.) A grant towards providing furniture and apparatus, paid to the manager half-yearly.
- (7.) The payment to the manager quarterly of the school fees of exempted scholars.

A consequence of this system of distribution is that a considerable amount of time which, as Inspector of Schools, I should be able to devote to the supervision of the educational results attained in the schools and the consideration of improvements to be introduced into the code is occupied in superintendence of the preparation of a large number of small accounts and correspondence with managers in regard to them; and on this account a change in the direction proposed would be of advantage.

4. As far as I have been able to ascertain, the chief complaint now brought by those interested in the Denominational Schools is the delay which managers experience in obtaining grants from the Board of Education for schools not hitherto aided from public funds, the cause of delay being the limited funds at the disposal of the Board. This cause of complaint would be removed if the distribution of the grants to Assisted Schools were entrusted to denominational boards, which would also be in a position to aid, where necessary, small country schools more fully than can be done under the present system.

Such are the advantages which, in addition to relieving the Education Board of responsibility, and work in matters of detail, the proposed change in the distribution of the grants may be expected to afford.

5. On the other hand, however, the position of the teachers requires consideration in connection with this question.

Previous to 1891 the grants to the Assisted Schools consisted solely of lump grants to the managers, calculated on the results of the annual examinations of the schools. The teachers' salaries were not fixed by any rule; and one of the main reasons for the changes introduced by the Education Ordinance of 1890, was to assimilate as far as possible the position of the teachers employed in Assisted Schools to that of teachers employed in Government Schools. The remuneration of all teachers is now fixed by the rules of the Board of Education, and three-fourths of such remuneration is paid to the teachers in Assisted Schools from public funds, the remaining fourth being paid by the managers of the schools.

The remarkable advance in the efficiency of the Assisted Schools during the past five years is to be attributed in great measure to this provision, and I do not think that it would be advisable to adopt a change which would injure the position of teachers in Assisted Schools as compared with that of teachers in Government Schools.

6. I would suggest rather that the Assisted Schools' teachers should be paid the whole of their salaries and grants for results from the total sum that may be apportioned for such schools by the Education Board, and the remainder of such sum paid over to denominational boards towards the other expenses of their schools, viz., the upkeep of school-houses and teachers' residences, and the supply of furniture and apparatus.

Unless the teachers' position is secured by such means there will be the probability of the salaries offered being too low to prevent those who have been trained as teachers at the public expense being attracted to other employments by a higher rate of remuneration. Such a result would be most unfortunate, more especially as there is urgent need for the improvement of our teachers as a class, and those likely to be attracted to other employments would be the most capable.

7. The next point on which I have to report is the immediate financial result of the abolition of school fees in the primary schools in accordance with the recommendation of the Commission. This is described by the Commission as "the £2,500 hitherto received for fees which it is now proposed that the Government shall pay."

In order to explain these figures, which I furnished to the Commission, I must point out that there are four schools at which the fees charged are higher than in the other primary schools, and at which fees will still be charged even if free education be adopted.

These are the Tranquillity Government Schools, and the Park Street and Harris Square Roman Catholic Assisted Schools; the fees charged are five shillings, and two shillings and sixpence, per month; and the amounts collected in 1894, as shown by Council Paper No. 66 of 1895, were, in the Tranquillity Schools £545, and in the two Assisted Schools £509, or a total of £1,054; whilst the fees received in all the Government Schools amounted to £1,210, and in the Assisted Schools to £2,030, making a total of £3,240.

Hence the fees collected in 1894, in the schools that would presumably become free schools on the adoption of the Commission's recommendations, amounted to £2,186 (in Government Schools £665, and in Assisted Schools £1,521).

The corresponding figures for 1895, as shown by Council Paper No. 66 of 1896, are (1) fees received in all Government Schools £1,236, and Assisted Schools £1,689, or total of £2,925, (2) in the Tranquillity Schools £613, and in the Park Street and Harris Square Schools £325, or total of £938. Hence the fees received in the schools that would presumably become free amounted in 1895 to £1,987 (Government Schools £623, and Assisted Schools £1,364).

It is important to note the decrease in this amount in connection with the increase in the average attendance of scholars from 13,297 to 13,890, and in the amounts paid to managers of Assisted Schools for the fees of exempted scholars, which were, in 1894, £1,337, and in 1895 £1,670; the proportion of exempted scholars to the total number on the school rolls having increased from 43 per cent. to 51 per cent.

8. The Commission proposes that compensation for loss of school fees shall be given to the managers of Assisted Schools at the rate of seven shillings and sixpence for each child in average attendance. This compensation calculated on the average attendance of 1894 would have amounted to £3,330 (excluding the Park Street and Harris Square Schools for the reason given above). To this sum must be added the fees received in the Government Schools, exclusive of the Tranquillity Schools, viz., £665, whilst the fees already paid to managers of Assisted Schools for exempted scholars must be deducted, viz., £1,337. Thus the sum of £2,658 represents the additional cost to the Government of free education calculated on the figures of 1894.

The corresponding figures for 1895 are as follow:—Proposed compensation to Assisted Schools, £3,500; Fees received in Government Schools, to be added, £625; fees of exempted scholars in Assisted Schools paid to managers, to be deducted, £1,670; hence additional cost to the Government of free education calculated on the figures of 1895, £2,455.

9. It will be observed that in 1894, the fees paid by scholars in Assisted Schools amounted to £1,521 (paragraph 7 above), and the fees paid by Government for the exempted scholars, to £1,337; so that the total sum received for fees by managers of the Assisted Schools (exclusive of the Park Street and Harris Square Schools) was £2,858; whilst the proposed compensation for loss of these fees would have amounted to £3,330. Similarly in 1895 the fees paid by scholars amounted to £1,364, the fees of exempted scholars paid by Government to £1,670, or total fees received by managers to £3,034; whilst the proposed compensation would have been £3,500.

I submit therefore that compensation to the managers of Assisted Schools at the rate of 6s. 8d. a year for each child in average attendance would be fair and reasonable, especially as it is generally admitted that some portion of the fees nominally paid by scholars, is really paid by managers to secure the attendance of children at their schools.

10. Referring to the increase in attendance to be expected from the abolition of school fees without any measure for making attendance compulsory. I am of opinion that the attendance of Indian children would be little affected, but that there would be an increased attendance of children of the general population.

In 1892, when the Board of Education made an attempt to prosecute for school fees in arrear, there was a marked decrease in the attendance; whereas, since May, 1893, when prosecutions were abandoned and the present regulations relative to the collection of fees and the exemption of scholars from payment were adopted by the Board, there has been a steady increase in the attendance. There is no reason to believe that all applications for exemption from payment of fees are now granted; in the evidence which they gave before the Commission, both managers and teachers stated that they themselves paid the fees in cases where exemption was refused, and instances of refusals to exempt have been otherwise brought to my notice.

The recommendations of the Commission provide for the existence of schools at which fees may still be charged to meet the case of children who would not attend free schools, and I do not anticipate any appreciable decrease in attendance from the withdrawal from school altogether of children who now pay their school fees.

Mr. Bourne's statement in his separate report, that the weight of evidence which he had heard tendered to the Commission was to the effect that the abolition of fees without compulsion would have little effect upon the attendance, is to be accounted for by his absence from the first of the meetings at which evidence was taken by the Commission. The evidence given on this point at the subsequent meetings related chiefly to special Indian Schools.

11. My own opinion is that the school fees should be abolished, if possible, because, being now paid by less than half of the children attending school, their incidence cannot be fair, and their collection is attended with very great inconvenience, occupying, as it does, too much of the teachers' time and attention, and causing friction that is most undesirable between teachers and parents. I consider that the collection of fees, representing a sum of £2,500, tends to defeat the object for which there is an annual expenditure of £30,000 from public funds on elementary education.

I may further point out that the additional cost to the Government entailed by the abolition of fees would probably decrease from year to year, because, owing to the increasing proportion of exempted scholars, the difference between the amount of the proposed compensation to managers of Assisted Schools for loss of fees, and the amount paid to them under the existing regulations for the fees of exempted scholars is likely to be less from year to year.

12. As regards compulsory education, I have no doubt that beneficial results would be attained by the introduction of such a measure for enforcing attendance at school as has been recommended by the Commission.

The number of children in the island between the ages of six and ten is estimated at 21,000, of which number there are between 10,000 and 11,000 on the rolls of the Primary Schools.

Probably nearly one half of the remainder are within reach of schools able to accommodate them, their non-attendance being due to the indifference of their parents, which would no doubt be overcome to a very considerable extent by the existence of a law making attendance compulsory.

It would however be necessary that the procedure under the law should be effective and easily workable, and I am therefore of the opinion that an Ordinance making attendance compulsory, or Regulations made under it by the proposed Education Board and approved by the Governor in Executive Council, should confer upon an attendance committee, appointed as the local authority for carrying out the law, power to enforce attendance without further applications to the Education Board. Considering however the different circumstances of the various districts of the island, including the proportion of schoolable children attending school, which varies considerably in the different districts, I do not think that there would be the same necessity for the immediate appointment of an attendance committee in each district.

13. In connection with this part of the subject the course to be adopted with regard to incorrigible truants requires consideration; and it appears to me necessary that the Education Board should be able to allot a portion of the funds at its disposal for the establishment and maintenance of industrial schools to which such truants may be sent. Until the Board is in a position to allot definitely a portion of its funds for the purposes of industrial or technical education, the provisions to which the Commission has called attention in paragraph 18 of its report cannot be carried out.

14. The total cost that would be entailed by the adoption of the recommendations of the Commission remains to be considered. Taking the expenditure of the last three years, I find, that exclusive of the cost of administration, the average yearly net cost of each scholar in average daily attendance at the Government Schools, including all expenditure on buildings, has been £2 12s. If to this sum be added 3s., which represents the average loss to the revenue for each scholar in average attendance that

will result from the abolition of school fees, £2 15s. is obtained as the future yearly cost of each scholar in average daily attendance at the Government Schools.

For the Assisted Schools, the average yearly cost to the Government during the same period of each scholar in average attendance has been £1 13s., inclusive of expenditure on buildings and the fees of exempted scholars.

To this sum 4s. must be added as representing the additional cost that will result from the abolition of school fees; and thus £1 17s. is obtained as the future yearly cost of each scholar in average attendance at the Assisted Schools. On the assumption that the proportion of the average attendance at the Assisted Schools to that at the Government Schools will remain the same as at present, viz., $8\frac{1}{4}$ to 4, there is obtained the sum of £2 3s. nearly, as representing the future cost of each additional scholar in average attendance at both classes of schools, if additional accommodation were necessary in the same proportion to the attendance as now exists.

The present accommodation, however, is sufficient for an increase in the average attendance to the number of 10,000, and on this account, as 9s. represents the cost per scholar for school buildings in the above sum of £2 3s., a deduction of 4s. 6d. may be made; whilst 3s. 6d. should be added to cover the cost of carrying out the regulations for enforcing attendance, and any additional cost of administration. I thus estimate the inclusive cost of each additional scholar in average attendance at £2 2s.

15. The increase to be expected in the average attendance of children between the ages of six and ten is estimated by the Commission at 7,500. As the number of such children in the Colony, whose names are not on the rolls of the primary schools, is between 10,000 and 11,000, the above result could only be attained if all of these children could be brought into school with an average daily attendance of 75 per cent.

Taking into account the various causes that must allow of exemption from attendance at school, I consider that the additional average attendance of children between the ages of six and ten to be expected may be estimated at 5,000, that is, in round numbers, an addition of 8,000 to the rolls with an average daily attendance of rather more than 60 per cent.

The increase for children of other ages may be put at 2,500.

The cost of an additional average attendance of 7,500 at £2 2s. per unit will amount to £15,750; and the cost of the abolition of fees, calculated on the present attendance, will raise the amount at which I estimate the total additional cost of adopting the recommendations of the Commission to £18,000.

I consider that it would probably take from two to three years to attain the above results.

I have the honour to be, Sir,

Your obedient servant,

The Honorable
The COLONIAL SECRETARY.

R. GERVASE BUSHE,
Inspector of Schools.

THE
SYSTEM OF EDUCATION
IN
GRENADA.

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THE SYSTEM OF EDUCATION IN GRENADA.

I. EARLY HISTORY.

The Colony of Grenada comprises the Island of that name and the Grenadine Islands to the south of the Island of Carriacou, including that Island, and lying between it and Grenada; also certain small islets adjacent to the northern, eastern, and southern coasts of Grenada. Geographical position.

The Island is the most southerly of the British West Indian Colonies included in the Government of the Windward Islands, and it is situated about ninety miles to the north of Trinidad, sixty miles north-west of Tobago, sixty-eight miles south-west of St. Vincent, and one hundred miles south-west of Barbados. It is situated in latitude 12° 8' North, and longitude 61° 40' West. It is about twenty-one miles long and twelve miles at its greatest breadth, and contains, according to the Census of 1891, 76,548 acres, about 120 square miles. It is abundantly watered, being intersected in every direction by streams of the purest water. The roads since 1889 have been good, and at the present time nearly the whole island is accessible to carriages.

Though known to sailors since the days of Columbus, Grenada seems for long years to have been left in the unmolested possession of the Caribs. About the year 1626 Richelieu incorporated the "French Company of the Islands of America," and to this company a grant of Grenada was made. No immediate effort was made to turn this concession to advantage, and after an attempt of some twelve years later had proved abortive, this island, together with Martinique and St. Lucia, was sold to a Mr. du Parquet. The period of his possession was not long, but was marked by a war with the Caribs. In 1665 Grenada passed to the newly-constructed French West India Company, and on the dissolution of this Association, in 1674, it was included in the French Crown.

For more than eighty years the French occupation never seems to have been challenged; but during the Seven Years' War at the time of Admiral Rodney's expedition it was captured by the English (1760) under Commodore Swanton, and was ceded to England at the Treaty of Paris (1763). During the American War it was recaptured and held for a time by the French, but was restored on the conclusion of peace in 1783. Many French settlers, however,

remained in the island, and the revolutionary wars offered them a new opportunity for trying to regain their ascendancy. Encouraged by Victor Hughes, the Commissioner of the National Convention, they instigated the coloured people to revolt (1795). The struggle was long, and marked by many acts of barbarity on the part of the insurgents. The English were ill-prepared and indifferently led, and it was not till Sir Ralph Abercrombie arrived from Carriacou in June, 1796, that the rebellion was finally suppressed. Many of the coloured people were executed, and others transported to Honduras. The French influence was effectively destroyed, and only to be traced in the French patois still spoken in parts of the island.

In 1833 Grenada was included in the general administration of the Windward Islands, and the central government was located at Barbados. In the following year the apprenticeship system was introduced, and followed in 1838 by the full emancipation of slaves. This good change was effected without the anticipated disturbances, but a scarcity of labour soon made itself felt, and various attempts were made to introduce labourers from Malta, Madeira, Africa and India. As a result of these changed conditions the cultivation of cocoa was largely substituted for that of sugar, and this island, in consequence, has not suffered so severely as some of its neighbours from the present economic distress.

The history of elementary education does not find a place among the Colony's records, at any stage, as a whole. The fragmentary character of such information as it is possible to obtain is compensated for by the fact that it is compiled from the Colony's Blue-books and from other sources bearing the impress more or less of genuineness and authenticity. The educational growth of the Colony has from time to time been intimately associated with that of the Islands of Trinidad, Tobago, and Barbados, the Leeward Islands, and British Guiana, depending on them as it did (owing to its backward condition up to about twenty years ago) for its supply of teachers.

1820. Going as far back as 1820, to the earliest accessible records, we find that about ten years before the negro emancipation there were only three Public Schools in the Colony—one an Anglican, for free coloured children, one a Roman Catholic, for free and slave coloured children, both in St. George's, the capital, and the third in Carriacou. These had a total of 284 names on the rolls.

1838. In the year of the emancipation (1838) there were returns from eight Anglican and two Wesleyan schools, with a total on the rolls of 1,048. The Government grant amounted to £325. The next year there were returns from nine Anglican schools, two Wesleyan, and one Roman Catholic, with boys' and girls' departments, showing a total roll of 1,234 pupils.

1840. In 1840 the Wesleyans established a school in St. George's, and, six years later, other schools at La Baye and Carriacou.

1852. In 1852 there were nineteen Anglican, one Presbyterian, four Wesleyan, and seven Roman Catholic schools, or a total of thirty-

one schools with 1,827 names on the rolls, and the amount of the grants made by the Government was £1,020. The next year the Roman Catholics established a school in Carriacou, and the total Government grant to the thirty-two schools was £1,060.

In 1856 the grant was reduced to £590.

1856.

In June, 1857, an Act was passed creating the first Education Board, for the establishment of a Grammar School in St. George's, for Secondary Education. There were in existence at this date (evidently owing to a reduction of the grant in 1856) thirty Primary Schools with an attendance of 1,482 scholars; nineteen of them belonging to the Anglican Church, seven to the Roman Catholic, and four to the Wesleyans.

Education Act of 1857.

¶ In 1858 the Grammar, Model, and Normal Schools were established under the mastership of Mr. J. Noble. There was an attendance of thirty-one in the Grammar, 200 in the Model, and twelve pupil-teachers in the Normal School. The cost of these schools to the Government was £650 per annum. There were twenty-one other schools, and the rolls numbered about 1,700 children.

Establishment of Grammar, Model and Normal Schools in 1858.

In 1859 the Central School, St. George's, appears to have been discontinued, its place being supplied by the Model School. The same year the number in the Grammar School reached thirty-six, but soon after fell so low that the school was closed. It was again opened in 1865, under Mr. A. Grover, with an attendance of twenty-three in the Grammar and fifty-two in the Model School. In 1872 the numbers had fallen to fifteen, and in the middle of the following year it was again closed. It was, however, again reopened in January, 1874, under the Rev. J. Wilson, with a roll of thirty-six. In the Model School attached there were 120 names on the roll. Including these numbers and those in the twenty-seven other schools, there was a total roll of 2,351, and the entire cost to the Government for that year was £1,272. The Grammar School, as a Government Institution, was finally closed in 1878. In this year there were twenty-nine Primary Schools, with a roll of 3,421, and the Government grant was £1,271.

Progress from 1859-1878.

During these years the Headmaster of the Grammar and Model Schools had been performing the duties of an Inspector of Schools in conjunction with those of his substantive appointment, and with the close of the Grammar School in 1878, there was an interregnum in the office, the Government meanwhile having been compelled to carry on the necessary inspection as they best could.

It would appear that the division of schools into standards had been unknown before 1882, as a special note had been made of this change as being intended and likely to effect a distinct improvement in school organisation when the introduction of regulations based on the English Code was proposed. It is on record that, within the first six years of the introduction of the 1882 Code, so great a change was effected that the average attendance had increased by 50 per cent., and the numbers attending on examination day and the presentees for examination had doubled. In 1889 the average attendance was 2,518 from a roll of 4,783, and the cost to the

1882-1889.

Government was £3,180. Building grants were liberally made about this time, as no fewer than two school houses had been purchased, fifteen entirely rebuilt by Government, solely or by building grant, and eight others repaired or enlarged by grants from the Government. It was the system of utilising the services of the early Grammar School teachers as Government Inspectors of Schools that prevented any very distinct progress either in the lower (Elementary) schools, or in the Grammar or Upper School, and a trial as far down as the eighties of the same system finally proved its unfitness for the growing educational necessities of the Colony.

A number of schools had been at work throughout the Colony, under patrons, principally the heads of the several religious denominations, who were immediately responsible, up to 1875, for the payment of the teachers employed by them.

Report of
Mr. Horace
Deighton.

From the report of Mr. Horace Deighton, who was employed in 1879 by the Lieutenant-Governor of the Colony to examine the schools of the Colony, it appears that the Act under which aid was given to the schools—then twenty-four in number—was passed in January, 1875, and that after the passing of the Act, one of the first duties of the Board of Education should have been to draw up rules for the regulation of the schools; but for years after the passing of the Act no such rules were found to exist, and every teacher apparently took his own course. Even then Mr. Deighton, who was the Headmaster of one of the largest First Grade schools in the West Indies, reported that there was actually no intellectual life throughout the schools of the Island, and that the whole process of so-called education was purely mechanical.

The system in vogue reported on then by him was purely denominational, and from the same report it appeared that there were no infant schools in the Island, and that every school in the Colony was a mixed school, containing both boys and girls. It appeared, further, that there was not a single teacher who showed any real knowledge of school organisation, and the systematic employment of monitors had never been attempted.

Ordinance
of 1882.

At any rate, prior to 1882 the system of Primary Education was not what might be designated "liberal," and the beginning of the end of the old duplex regime was in sight when Lieutenant-Governor Harley (the seat of Government was at that time at Barbados) announced in his speech to the Legislative Council on the 20th July, 1881, as follows:—"An Ordinance prepared by the Attorney-General providing liberal aid to every school where the Christian religion is taught will shortly be submitted to you," and such an Ordinance appears to have been passed in 1882, among the dissentients being two members of the Roman Catholic Church. The Ordinance then passed was the first systematic attempt to introduce into the Colony a liberal system—an adaptation of the English Code—such as was being provided by sister Colonies, and the appointment on 1st January, 1883, by the Government of an Inspector of Schools, responsible for the control and administration

of the funds voted by the Government and placed at the disposal of the Board of Education as a central administrative unit, marked the end of the old system, and has been the sole system of subsequent years to date.

From and after the year 1882 the administration of primary education was vested in a central body, known as the Board of Education. In the Ordinance passed in the above-named year, and in subsequent Ordinances, the scope and functions of this Body were defined and limited by the Code of Rules for the time being in force. Subsequently to 1882, several measures were passed into law, having for their object (a) the placing within reach of the masses throughout the Colony a certain amount of elementary education similar to that provided in the more progressive sister Islands; (b) the unification of the system of aid which had been granted to schools of different denominations; and (c) the obtaining of the best results for the comparatively large sums of money that were being expended. Many things impeded educational progress. Roads were bad; the children had often to come long distances to school; many of the rivers were unbridged. The result was that unpunctuality of attendance had become chronic. There was, therefore, a pressing need for such legislative action as would in time cause the expenditure on primary education to be considered less wasteful and unproductive. The Ordinances passed since 1882 are:—

The Elementary Education Ordinance, 1888—a compulsory Education Ordinance which has remained inoperative. (See Appendix A.)

Ordinances Nos. 1 and 3 of 1893; and the Education Ordinance 1895.

Amending Ordinances 1901.

Ordinances Nos. 1 and 3 of 1893 followed close on the taking of the census of 1891, while the Marquess of Ripon was Secretary of State for the Colonies. They had for their object the reduction of the numbers constituting the Board of Education, and the re-constitution of that Body. It had been shown by the figures of that census that the denominational distribution of the inhabitants of the Colony was as follows:—

	Male.	Female.	Total.
Christian:— Roman Catholic - -	13,685	15,629	29,314
Anglican - - -	9,466	9,807	19,273
Wesleyan - - -	1,668	1,747	3,415
Presbyterian - -	246	220	466
Other Denominations -	33	9	42
Non-Christians- - - -	374	216	590
Not described - - - -	63	46	109
	25,535	27,674	53,209

And while giving practical effect to rendering as productive as possible the moneys under the control of the Board of Education, the main feature of the new measure was the reconstitution of the Board of Education, which was, in future, to consist of equal numbers of Roman Catholics and non-Roman Catholics.

Important
considera-
tions.

The attention of the student of the educational system of Grenada should be drawn to four points: first, the existence of the dual system of denominational and Government schools for the last twenty years; second, the control of the denominational part of this dual system by no fewer than four denominations in a small Colony; third, the fact that the conditions of living of no less than 15 per cent. of the population (I refer to the inhabitants of the dependencies) are as different from those of the remaining 85 per cent. as it is possible for them to be; and fourth, the undisputed and universally-accepted fact that pauperism, as a recognised condition, is literally unknown in the Colony.

Statistics,
1883-1901.

The following statistics show the educational progress of the Colony during the last eighteen years:—

Year.	Population (approx.)	On School Rolls.	Percentage.
1883	43,483	3,087	7.9
1886	46,723	3,141	6.7
1889	49,963	4,783	9.6
1892	54,881	6,247	11.3
1895	58,124	7,025	12.0
1898	62,622	8,386	13.3
1901	63,438	9,837	15.5

II. PRESENT SYSTEM.

A. PRIMARY EDUCATION.

Central
Administra-
tion of
Education:
Board of
Education.

The central administration of education is vested in a body created by Statute (Ordinance No. 12 of 1895, *see* Appendix B) called the "Board of Education." It was then provided that "the Board shall consist of the Governor as President, and of so many members as the Governor shall deem expedient. Of the members so to be appointed one-half shall be Roman Catholics and the other half non-Roman Catholics. The members shall be appointed by the Governor and each member shall continue to be a member of the Board for a period of two years from the date of his appointment," and that "Five members of the Board, including the Governor or Vice-President, shall form a quorum, and the Governor shall have a casting vote only," provision also being made by the same Ordinance for the appointment of a Vice-President.

The Ordinance is based on the experiences of Colonies similarly circumstanced to this, and the rules are mainly extracts from the English Code applied *mutatis mutandis* to local requirements. The Board is armed with ample power for administering with competency the amount annually voted, but recent experience has pointed to a deplorable lack of interest in certain quarters in primary education, and the President (Sir Robert Llewellyn), less than a year ago, found it necessary in the interests of the Board to consult members as to the advisableness of reducing the number of the quorum, or of increasing their numerical strength, owing to the difficulty frequently experienced by him of forming a quorum after meetings had been duly summoned. The result of this appeal to members was that a majority found it advisable to reduce the quorum, and the Governor took the necessary action for giving effect to the Board's decision. Three members, of whom the President shall be one, now form a quorum.

Meetings of this body are held about five or six times a year, and the elementary educational machinery of the Colony is thus found to work with little or no friction.

There is a Secretary to the Board of Education, whose duties defined by law consist of issuing notices of meetings, keeping the minutes of meetings of the Board, and conducting its correspondence. Five Catholic and five non-Catholic members represent the Board in its full working strength, with the Governor as President.

There is no local authority, the Board of Education as a central body being quite equal to administering the Colony's educational affairs. School managers are the only equivalent of local authority, but are not recognised as such. Members of the Board of Education are carefully selected, and there being a large number of school managers, well distributed throughout the Colony, nothing requiring immediate attention ever escapes their notice; in this way everything of practical interest finds its way before the Board. Several managers appoint what are known as School Committees in their parishes to assist them, but these committees are not recognised by the Board of Education or the Government, and have no official authority whatever to deal with the appointment or dismissal of teachers or with any detail whatever, unless the manager appoint their members as co-managers to act with him, and report these appointments to the Department to be recognised by the Board.

The following table gives the latest printed figures in regard to expenditure. The cost of inspection has never been included in the annual returns, and may be taken roughly at about £400 per annum for the last twenty years, in addition to the totals given.

The managers (quasi-local authorities) contribute as a rule nothing towards this amount.

So much then for the figures, as shown by this Return. But it is only fair to add that these results were arrived at only after much denominational friction at two distinct stages during the growth of the present system. These were in the years 1886 and 1895, during the administrations of Sir Walter Sendall and Sir Charles Bruce, each of whom recognised at an early date in his administration that the "blank" in the annual returns appearing under the head "voluntary contributions" was, at least, inconsistent with the principle under which Government and assisted schools (clearly defined under the 1882 Ordinance) were being maintained, and were of necessity driven to the conclusion that the absence of voluntary contributions, *inter alia*, was a result which flowed naturally and directly from the mistaken policy which had from the commencement characterised the administration of the Board of Education. Sir Walter Sendall stated that the Board of Education had been a very fluctuating body; and that those who directed its early operations ceased to be connected with it, probably before the consequences resulting from an inadequate or an erroneous conception of the true functions of the Board had time to make themselves manifest.

The following Memorandum, addressed by Sir Walter Sendall to the managers of assisted schools, gives a lucid exposition of the principles under which it was intended that elementary education in the Colony should be administered:—

Sir Walter Sendall's Memorandum to Managers of Assisted Schools.

MEMORANDUM ADDRESSED BY HIS EXCELLENCY THE GOVERNOR-IN-CHIEF TO THE MANAGERS OF ASSISTED SCHOOLS IN GRENADA.

The working of the Grenada system of Education has engaged much of my attention since my arrival in the West Indies. Owing to various causes, the records and documents relating to its introduction and establishment have not been very readily accessible to me; and it is only by degrees that I have been able to obtain the information necessary to a complete understanding of the question.

Those whom I am addressing are aware that the present system dates from the passing of Ordinance No. 5 of 1882—called, "The Education Ordinance, 1882." I have carefully studied the provisions of this measure, not only in the form in which it was passed in the Legislative Council, but also in the official documents in which are recorded the arguments and considerations on which it was originally framed.

In spirit and intention, it appears to me that this Ordinance embodies a fair, liberal and workable system of State Education, and with certain omissions supplied, and some defects of detail removed, I see no reason why the instruction of the people should not be adequately secured under its provisions.

But the manner in which the Ordinance has hitherto been administered has produced so many anomalies and inconsistencies,

that had the intention been to introduce confusion, and to render legislation abortive, that object could hardly have been carried out with more complete success. It will be seen presently that this language is wholly justified by the facts.

I will invite attention to three questions of vital importance in connection with assisted schools :—

1. The position of the managers.
2. The appointment of the teachers.
3. The proportion which the aid from public funds should bear to the cost of maintaining the school.

I will endeavour with respect to each of these questions to point out what is the manifest intention of the Ordinance, and I will show in what manner that intention has been fulfilled.

1. As to the position of Managers.

“Assisted Schools” are, *ex hypothesi* schools established and maintained by some person or persons other than the Government which “assists” them. An assisted school may be the property of a private person who supports it from his own resources, or it may belong to a body of trustees, or to a minister of religion who maintains it from the contributions of his congregation or of those upon whose benevolence he is able to draw. In any of the above cases, it may happen that the person to whom the school properly belongs is unable to fill the position of a manager in connection with a system of Government Grants. The Ordinance requires that the manager in whom the control of the school is vested should be approved by the Board of Education, but it is wholly inconsistent with the relations which it is intended that the manager should occupy, both towards the owners of the school and towards the Government, that he should be appointed by the Board.

Nevertheless, amongst the earliest recorded acts of the new Board of Education constituted under the Ordinance, I find the appointment of local Managers to assisted schools. One such case was that of the Roman Catholic Boys’ School in St. George’s, of which the Archbishop of Port of Spain, in Trinidad, is the owner.

In this case the Board of Education had rejected the nominee of the Archbishop, and had appointed a manager of their own choosing.

In a temperate letter of remonstrance addressed to the Board, His Grace pointed out with perfect accuracy, and in terms in which I entirely concur, what was the true position of the Board in relation to this vital question. “No doubt,” the Archbishop writes, “the Board is at perfect liberty to reject the proposed manager, but then, if no other person is offered who may be acceptable to it, the Board simply withdraws the grant, and the school becomes a private and unassisted school. The inconvenience of the Board nominating the manager of its own accord is that, although the chosen manager may be truly a respectable gentleman, yet the owner of the

school, whom he is intended to represent, may possibly have very legitimate objections to his nomination."

It would be impossible to state with greater clearness and cogency not only the course which the law marks out for the Board to follow, but also the mischief which is likely to arise, if the owner of a school is liable to have forced upon him as his representative a manager to whose nomination he may entertain "very legitimate objections."

The Archbishop's reasoning had, however, no effect upon the Board, who not only persisted in their nomination of a manager, but replied to the Archbishop in a letter in which they expressed their views very plainly, though in somewhat aggressive language. "The Board of Education," they wrote, "cannot recognise the right of any person who is himself disqualified by the Bye-laws from acting as manager of an assisted school, to nominate another person to act as manager of an assisted school. If a person is himself unfit to act, it is impossible that he can be a judge of the fitness of others. The Board of Education will therefore in every case decline to act on such nominations, or indeed to receive them."

The above correspondence took place in September, 1882. In March, 1883, I find the following entry in the minutes of the Board:—

"Mr. George Clarke's resignation of the local management of the St. Andrew's Roman Catholic School laid before the Board, and the Secretary directed to inform Mr. Clarke that the appointment of local managers does not rest with the Board."

Having thus recorded a decision totally at variance with their action in the case of the Archbishop's school already mentioned, the Board proceed thenceward, with most consistent inconsistency, to appoint this manager and depose that; and indeed they appointed a successor to Mr. Clarke, at the very next meeting to that in which they had decided that the appointment of managers did not rest with them.

II. As to the Appointment of Teachers.

Nothing is clearer than that the Ordinance contemplates that teachers in assisted schools should be appointed and dismissed by the managers, and by them only.

The Board of Education may prescribe their qualifications, and they may refuse a grant to any school in which the teacher does not possess the necessary qualification or has otherwise forfeited the confidence of the Board; but for the Board to interfere directly in the appointment or dismissal of the teachers, is subversive of the fundamental principles upon which every system of grants-in-aid must rest, and is clearly contrary to the intentions of the law which it was the business of the Board to administer.

Upon this point, however, as in the case of the managers, the Board of Education went wrong from the outset. They did, indeed, at the second meeting held after their institution, record a resolution to the effect that "the Board of Education have no

power to appoint or dismiss masters except on the recommendation of local managers." But they immediately abandoned this position, and have introduced the practice of receiving applications directly from candidates for employment in assisted schools, have granted or refused them leave of absence, and have treated them generally as if they were the servants of the Board.

III. As to the proportion which the Government Grants should bear to the cost of maintaining the School.

The Ordinance assumes, what in itself is sufficiently obvious, that an assisted school is one which is maintained partly from the grant and partly from other sources. In a despatch addressed to my predecessor, Sir W. Robinson, in which the principles upon which the Ordinance was framed are dealt with, the Secretary of State lays it down as an indispensable condition of Government aid, "that the local managers contribute a proportion both of the expense of providing the necessary buildings, and of the remuneration of the teachers and other expenses of keeping up the schools under their management."

The 13th clause of the Ordinance accordingly enacts that aid to assisted schools shall consist, first, of grants of money towards the providing of school-houses, etc., and, secondly, contributions towards the remuneration of the teachers; the managers being on their part responsible for so much of the cost of these objects as is not provided for by the grant.

That this reciprocity of obligation to contribute to the cost of establishing and maintaining assisted schools was fully understood and appreciated by the managers themselves, is apparent from the following passage which occurs in a letter addressed to the President of the Board, early in 1883, by the Rev. Dr. Hylands, Coadjutor Bishop of Trinidad. Speaking of the position of the manager or patron of a school, Dr. Hylands thus expresses himself:—"He is to be a capitalist, who comes amongst us and provides, from his own or other sources at his command, the building, etc., etc., for the schools.

"The managers are simply patrons working in different spheres altogether, who are to be thanked and encouraged for their generous co-operation."

Notwithstanding that this principle of "co-operation" in providing for the maintenance of assisted schools was insisted upon by the Secretary of State, was recognised by the managers, and was embodied in the law, it has been almost wholly lost sight of under the administration of the Board. With hardly any exception, the entire cost both of the remuneration of the teachers and the other expenses of maintaining the schools, except so far as these are met by fees, is now borne by the Government. The schools are therefore, as to nearly all of them, "assisted" schools only in name; and the retention of this nominal distinction between such schools and those which are avowedly Government schools

is, so far as I have been able to judge, productive of positive harm to the former.

I have paid much attention to the actual condition of these schools ; and I find them, with few exceptions, at a very low stage of efficiency. The teachers are under no effective control ; they are left to themselves in all matters of detail and of daily routine ; no one assumes the responsibility of checking, with the necessary frequency, the admissions or attendances, or of seeing that the minor requirements in the way of books, writing materials, etc., are promptly and regularly supplied. The supervision exercised by the managers is of so desultory and perfunctory a character, that out of 908, the minimum number of visits required by the Bye-laws to be paid to twenty-four schools in one year, only 483 were actually given.

These are results which in my opinion flow naturally and directly from the mistaken policy which has from the commencement characterised the administration of the Board of Education. It has been a very fluctuating body ; and those who directed its early operations ceased to be connected with it, probably before the consequences resulting from an inadequate or an erroneous conception of the true functions of the Board had time to make themselves manifest.

However this may be, the task before us now is to retrace our steps, and to endeavour as far as possible to restore some kind of correspondence between the state of things as existing, and the state of things as contemplated by the law.

With this object I would invite those whom I am addressing to consider carefully the following propositions :—

1. A school, to the maintenance of which nothing whatever is contributed (except by fees) from any independent source, the entire annual cost being defrayed by the Government, is not an “assisted” school, but is, by the definition contained in the ninth section of the Ordinance, a Government School. Let it, then, be so considered, and let it be taken out of the category of assisted schools.
2. Every school which it is proposed to carry on as an assisted school, must be represented by a manager, who will make himself responsible for a fair proportion of the annual cost of maintaining the school, who will appoint and dismiss the teachers, and will exercise a real control over the management of the school in all its details.

These propositions contain nothing new ; they express the law as it has existed since the passing of the Ordinance ; but they urgently need to be restated. In connection with them, and by way of conclusion to these observations, I will now add a third, viz. :—

3. The 11th section of the Ordinance is intended to secure the effective religious instruction, under the control of Ministers of their own denomination, of all children attending Government schools,

That a period of educational activity followed closely on this memorandum, the action of subsequent and successive Governors down to 1897 amply testifies. Sir Walter Sendall in dealing with the question of recovering from managers the one-fifth intended by the law to be contributed by them had touched a weak spot, and a very weak one it proved to be. In a Colony like this, where the Church is disestablished, and no fewer than four religious denominations control the spiritual welfare of the population, it is not by any means an easy task for Ministers of Religion to collect their own salaries, build their own churches, and repair these, together with other buildings, the property of their respective bodies. It is not a matter then for surprise that the appeal for the one-fifth of the expenses contemplated by the law to be contributed by managers never met with a single favourable response, despite the impregnable position taken up by the Governor, and admitted by managers alike as to the facts and the logic of those facts. Little or no progress was made in clearing up the ground of contention to the end of Sir Walter Sendall's régime, and within a few months of the arrival of his successor, Sir Walter Hely Hutchinson, the education regulations were relegated to a committee for revision with a view to amendment, with the result that the only rock on which they split was that of the contribution of one-fifth of the expenses, the Wesleyan minister, Mr. Jones, and the Rev. Father Doyle reporting in favour of the abolition of the contribution by managers, and Mr. Lavington Payne, Chairman of that Committee, supporting His Excellency's views and the law in favour of enforcing the contribution. Archbishop Flood, of Trinidad, in an eloquent appeal to the Secretary of State, set forth in detail in a despatch dated 18th November, 1891, the grievances under which he considered the Catholic population suffered—grievances that were not with him mere sentiment—and this was a fair signal for a definite settlement of all doubtful points. This ended in the reconstitution of the Board of Education with an equal number of Catholics and non-Catholics, but the omission by His Grace of any reference to the burning question of the day—"the contribution of one-fifth"—was strange, although his efforts to effect a reconstitution of the Board on lines of strict justice according to the denominational strength of the population as shown by the recent census were wholly successful.

Sir Charles
Bruce's Cir-
cular Letters
to Managers
of Schools,
1894.

Friction in connection with minor matters was felt to a greater or less degree by individual members of the Board, who were really interested in their work, until the end of Sir Walter Hely Hutchinson's term of office, and the depressed financial condition of the Colony, owing to a fall in the price of the staple product (cocoa) for an unprecedentedly long and continuous period, was, as much as anything else, responsible in 1894 for Sir Charles Bruce's taking up the matter once more in the interests of his administration, by means of circular letters, addressed to managers of schools through the Colonial Secretary on the 10th of January and the 27th of February, 1894. This correspondence on the question of the responsi-

bility of managers for one-fifth of the remuneration of the teachers and of the other expenses of their schools, was conducted on the part of the Governor with the same lucidity and adherence to law and principle that characterised Sir Walter Sendall's Memorandum. Whether managers misapprehended His Excellency's intention or not, the fact remains that it was only after many months of waiting that His Excellency, on reminding them that his circulars of January and February were still unanswered, received on the 16th of February, 1895—twelve months later—replies to his communications. Some of these were received directly from managers, and one communication was received signed generally by the managers, addressed to the Governor and Members of the Education Board on the subject. This circular did not emanate, as His Excellency informed them, from the Governor as President of the Board of Education, but as Head of the Government, the object of the circular being to obtain an expression of the views of the managers for the information of the Government, in considering the necessity or otherwise of an amendment of the existing law. The general reply, and all of the direct replies except one, were of the same purport. They urged on behalf of managers :

1. That the latter had a claim to compensation for their services, and that those services were equivalent in value to a contribution of one-fifth of the total expenses of the school.
2. That, as this provision of the law had been for twelve years inoperative, it had lapsed by process of time.
3. That certain items, viz., rent of head-teachers' residences, caretakers' salaries, etc., should be reckoned as forming part of the contribution of one-fifth.
4. That managers should be excused from producing vouchers for every trifling expense incurred, on grounds of inconvenience, waste of time, discourtesy as from Government to managers, lack of confidence in managers—besides numerous other reasons ; some of which pointed in the direction either of inability or unwillingness to comply with the law.

In one direct reply, the appeal was characterised as "supremely, monstrously, unjust," and as being an attempt to impose "a fine for conscience' sake" (on managers).

Thus, the views of managers were fully expressed in their replies ; and the final result was that, in spite of a decreasing revenue, and the attention of the Board being called to the fact that large sums were annually wasted on assistant teachers and monitors, His Excellency felt himself powerless to adjust or reduce educational expenditure without recourse to the more elaborate process

of drafting a new Education Code, the necessity for which, it must be confessed, was much felt by those who attached weight to the annual reports of the Inspector of Schools.

Code of 1896. The new Education Code of 1896 was soon passed, after the exercise of much patience and forbearance on the part of Sir Charles Bruce.

At a time when retrenchment was much needed, the Code effected a reduction of more than £1,000 in the educational expenditure for the year. The Ordinance legalising the Code passed in October, 1896, and came into full operation in April, 1897. Sir Alfred Moloney assumed the government in June, 1897, and only minor amendments have been effected between 1897 and this date. The primary education of the Colony may thus be said at present to be administered under Sir Charles Bruce's Code of 1896.

**Educational
Statistics.**

The following tables summarise (a) the educational statistics for 1891 and 1901 respectively; (b) the percentage which the average attendance bears to the number on the rolls and the school fees per head collected per annum from 1891 to 1900:—

	1891.	1901.
Population - - - - -	53,209	63,438
Between 5 and 15 - - - - -	13,780	17,359
Number of Pupils on School Roll - - -	6,155	9,837
Number of Pupils in average daily attendance -	3,246	4,881
Percentage of Pupils on roll to population - -	11·5	15·5
Percentage of Pupils on roll to daily attendance-	52·7	49·5
Eligible for Examination - - - - -	2,565	5,216 (for 1900)
Percentage of Pupils in average daily attendance to Population - - - - -	6·1	7·7

TABLE.

SHewing THE PERCENTAGE WHICH THE AVERAGE ATTENDANCE BEARS TO THE NUMBER ON ROLLS—ALSO SCHOOL FEES PER HEAD COLLECTED PER ANNUM.

Schools.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	Average.
Government - - -	53.7	52.4	54.8	63.5	53.9	51.1	52.4	50.7	53.5	54.0	54.0 = 54
Anglican - - -	55.1	54.5	55.5	60.8	55.9	57.3	54.5	58.0	59.5	53.2	564.3 = 56.4
Roman Catholic - -	48.5	47.4	47.9	45.4	44.1	43.3	48.2	49.5	47.6	44.2	466.1 = 46.6
Wesleyan - - -	56.8	57.0	55.1	58.7	63.6	58.3	64.8	63.0	57.3	51.9	586.5 = 58.6
Presbyterian - - -	62.7	62.6	66.4	65.7	56.2	56.0	54.9	48.9	57.2	49.9	580.5 = 58.
Average (denominational)	276.8	273.9	279.7	294.1	273.7	266.0	274.8	270.1	275.1	253.2	
True average - - -	55.3	54.7	55.9	58.8	54.7	53.2	54.9	54.0	55.0	50.6	547.1 = 54.7
	52.7	52.0	52.7	53.6	50.8	49.4	51.9	52.4	52.1	48.7	516.3 = 51.6
	FEES PER HEAD.										
Government - - -	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d. s. d.
Anglican - - -	3 7	2 9	2 8	2 7	2 4	2 1	2 4	3 9	3 4	2 3	27 8 = 2 9
Roman Catholic - -	4 7	3 7	3 10	3 9	3 4	2 11	2 9	2 10	2 7	2 3	32 5 = 3 3
Wesleyan - - -	2 11	2 8	2 6	2 0	1 5	1 3	1 1	1 0	1 1	1 1	16 11 = 1 8
Presbyterian - - -	3 5	3 0	3 3	3 2	2 10	2 8	2 1	2 1	2 5	2 1	27 0 = 2 8
	2 3	1 8	1 11	2 4	1 11	1 6	1 1	1 4	1 9	1 1	16 10 = 1 8

School attendance.

School attendance is purely voluntary, the only enactment aiming at compulsory attendance (passed in 1888 during Sir Walter Sendall's administration) having been inoperative ever since it first became law. No attempt is made at enforcing attendance. I believe, however, that the Colony is ripe for the introduction, in the towns at any rate, of a system of compulsory attendance.

The circumstances under which the Compulsory Education Ordinance was passed in 1888 throw some light on the reasons why it has remained for more than thirteen years inoperative. It was not the outcome of a strong movement of educational opinion in the Colony, but due to an attempt to find a means, less expensive than the establishment of a reformatory, for the lessening of vagrancy.

The question of vagrancy had accidentally forced itself on a body of jurors at a Criminal Session of the Supreme Court of the Colony, and on representations being made from the Bench, at the request of the jurors, to the Governor with a view to the establishment of a reformatory for boys for the suppression of idleness and vagrancy, it was decided, after careful inquiry, that the expenditure necessary for the establishment and maintenance of such an institution was not warranted by the circumstances then ascertained to be existing, but that another course—the passing of an Ordinance to compel the attendance at primary schools of children between the ages of five and twelve—might be found to meet satisfactorily the requirements of the Colony. The Ordinance was passed, but nothing further was ever done.

The records of successive years show that the percentage of pupils on the roll who attend school daily barely exceeds fifty, and, what is worse, there are no signs of any abatement of this irregularity of attendance. But it is impossible any longer to give countenance to the oft-tendered and now worthless excuses for irregularity and non-attendance that there are “dangerous rivers to cross,” and that “the rivers may at any moment” during the rainy season “be in flood,” as only one such river remains to-day totally unbridged, not less than nine or ten having been substantially bridged during the past four or five years. Taken as a whole the Grenada schools are under a regular and excellent system of management, and the system of weekly enquiry after absentees by some member of the teaching staff is now largely in vogue. Yet the percentage of those attending daily to the number of pupils on the roll is now almost stationary, and vigorous action alone can remove this huge blot from our elementary education system. With the figures given above is presented also the amount of school fees collected, the school pence collection having its own important bearing on the issue before us.

Taking the figures for the past eleven years, we find as follows:—

Year.	No. on Roll.	Av. Attendance.	Percentage.	School Fees.		
				£	s.	d.
1891	6,155	3,246	52·7	568	18	6
1892	6,217	3,248	52·0	471	17	4
1893	6,252	3,300	52·7	478	7	7
1894	6,723	3,608	53·6	481	17	4
1895	7,025	3,569	50·8	390	10	8
1896	7,128	3,527	49·4	341	8	4
1897	7,585	3,943	51·9	353	12	5
1898	8,386	4,398	52·4	461	16	11
1899	9,240	4,817	52·1	504	16	4
1900	9,731	4,744	48·7	397	3	10
1901	9,837	4,881	49·5	373	15	10

This record, taken (except for 1901) from the Administration School Fees Reports of the Colony, shows that barely 50 per cent. of the pupils on the roll are in average daily attendance. Under present conditions there are no signs of improvement in this matter. The Colony's Education Code affords no protection whatever to the honest teacher who collects, or is willing to collect, his fees, as against the unscrupulous teacher who wilfully receives into his school pupils in arrears of fees at another school. Pressure for fees undoubtedly secures the regular attendance of those who pay them, the current philosophy of the Grenada labourer (and very sound philosophy, too) recognising nothing short of the full value for his uttermost farthing. If the regular payment of fees were enforced, the parents would make a greater effort to secure for their children the benefit of a more regular education. Poverty cannot be urged in excuse of the present irregularity of attendance. Grenada boasts of the largest and wealthiest peasant proprietary body in the West Indies—a body that possesses something worth taking care of, and that does not know what pauperism is.

The table given above points to the greatest inequality in the actual result of collecting fees in the several schools, and yet, with more method and system, better results would be easily obtainable. In the dependencies where the greater part of the male population is commonly absent from home for four months at a time, owing to the exigencies of the labour market, which depends on cotton as its staple product, the collection of fees in the four schools entirely under Government control bears most favourable comparison with the record shown by the average of those in the rest of the Colony. So willing are the people in these outlying parts to have their

children educated, that they have on more than one occasion of late endeavoured to secure the abolition of school pence, and the imposition, instead, of an education tax. This, however, without success. The conditions of living in these parts render the attendance at times most irregular, as the labouring population owns little property, but rents from absentee proprietors, and at the cotton and corn planting and reaping seasons makes every effort, even to draining the schools of their children, to turn their labours to the most successful account for the purpose of being able to meet their rents. For this reason there may always be anticipated with certainty, from this 15 per cent. of the population, an un-failing contribution to the percentage of irregular attendants.

To sum up the foregoing, the result of the investigation into these figures shows (1) that from 50 to 55 per cent. of the pupils whose names are enrolled as attending school are in average daily attendance. (2) That the dual system of control lends no aid whatever to the improvement of this record. (3) That pressure for school pence cannot be said to contribute anything, in Grenada, towards an increase in the percentage of irregular attendants.

In my Report for 1899 I touched on this point of irregular attendance in the following paragraph: "It still remains a stubborn fact that only about 52 per cent. of the children enrolled as attending school actually do attend, and this percentage has, with slight variation, been maintained during the past ten years. With a Compulsory Education Ordinance (the Elementary Instruction Ordinance, 1888) still on the Statute Book, and with hundreds of idlers and vagrants of school-going age to be seen daily in the town districts, it would be interesting, at least, to note the effect on the numbers on the roll and the yearly average attendance, of the provisions of that Ordinance as applied to the towns and town schools only, if educational officers were appointed with a view to the encouragement of a desire on the part of the pupils to utilize to the fullest extent the educational advantages thereby provided."

I am fully convinced that, circumstanced as Grenada is, it will under present conditions be a most difficult, if not an impossible task, ever to raise the average attendance to 60 per cent. of the children on the school rolls. It cannot be said that the Board of Education has failed to do its part in the matter; school management has been improved, teachers' salaries are fair, children incur little or no danger in going to school, and there is no place in the Colony (with the exception of one district) which is more than two miles from the nearest school. The time seems now to have arrived when some distinct effort should be vigorously made and generally supported in the direction of rescuing from evil influences the 45 per cent. of pupils of school-going age who, from a variety of causes which they are often powerless to prevent, do not receive the benefits of the elementary education provided for them.

It would have been one step in the direction of thoroughness to have applied to this paper the scrutinizing and un-failing test

of figures, under such heads of vital importance as : "The number of peasant proprietors possessing lots of land from 1 acre to 5 acres"; "the regularity of attendance at the schools surrounded by peasant proprietors as compared with that of town schools and schools in the dependencies"; "the number of school-going children of various ages"; "the number of children of school-going ages whose names are on no school register at all," and similar heads.

Such figures taken from the Census Report of the Colony for 1901 would be extremely valuable, if not interesting; and I can only express my regret that I have not sufficient time to devote to the preparation of them, and hope that I may yet be able to do so in connection with the progress of agricultural education, the study of which is now being pursued with some degree of zeal and earnestness everywhere.

That 40 per cent. of the children of school-going age is by far too large a percentage to be left, literally, to take care of themselves, and to contribute scarcely anything to the Colony's welfare as adults, while possibly becoming a drain on its resources, no one will venture to deny; and that 45 per cent. does exist in Grenada the official records of the last eleven years conclusively prove. As a result of careful enquiry into the educational system of the Colony and the condition of the masses, I can arrive at no other conclusion than that compulsory attendance, either attended by or exempt from the payment of school pence, is the one and only remedy for this unfortunate condition of things. The necessary machinery for its introduction is at hand, and as a tentative measure, the enforcement of its provisions (which are based on the usual lines) in the towns, at least, of the Colony should present no difficulty.

Private schools of all grades have always found, and still do find, a more or less favourable reception from all classes. With respect to secondary and higher grade education, the explanation lies in the fact that there never has at any time been any well-maintained institution equal to those of similar pretensions in the neighbouring Colonies; and with a road system that until within the last few years offered few or no facilities for wheel traffic, it was not surprising that numbers of these schools sprang up in centres where there lived a sufficiently large number of families to support them. These have been always unconnected with denominational influence.

Private
Secondary
Schools.

With respect to primary education, the only countenance given to private adventure schools by religious denominations has been in cases where, in order to comply with the requirements of the Education Law and Code to qualify them for state aid, their patrons or managers have identified themselves with the movement, *ab initio*; and as the result of successful applications for building and maintenance grants, have retained the schools ever afterwards as denominational schools complying with the law.

Private
Primary
Schools.

The class of private adventure school not countenanced by religious denominationalism may be better imagined than

described ; but the following paragraph, taken from my Report for the year 1900,* may assist the imagination :—

“ Private Schools.—Although the numbers on the roll continue to increase, there are so many private adventure schools in the towns and populous districts of the Colony, that some kind of supervision should be exercised over them, at least for hygienic reasons. At this time, there are no fewer than twenty such schools,—a room 12 ft. long by 8 ft. broad commonly doing duty for a school-house with thirty pupils in all weathers.

“ There is scarcely a distance of $3\frac{1}{2}$ miles in any part of the Colony where two state-aided schools cannot be found ; and with excellent roads and rivers, all bridged or provided with causeways, the growth of such establishments [*i.e.*, private establishments] should be discouraged on all sides. There is, however, to be combated against and stamped out—that sentiment of great delicacy among the lower orders contained in the words ‘ Private School ’—the benefits of which are distinctly doubtful and certainly more imaginary than real. The advantages on analysing these cases, would be found summed up in the expression ‘ exemption from paying fees ’—yet such schools live, and the wonder to me is that they do live.”

Inspection.

The history of the early growth of education previous to 1882 shows that the dual system of employing the services of the head master of the Normal School to be Inspector of Schools (for primary education) failed to give satisfaction, and ever since 1882 the Government of the Colony has employed an Inspector who is solely responsible to the Government for the administration of the amount annually voted for primary education for the purposes of its recognised system of inspection. The appointment is made by the Governor under the Education Ordinance.

Inspectorial work has always been done on lines based on the English Code. The inspectorial staff consists of the Inspector of Schools of the Colony. The rapid growth and development of the present system has recently pointed to the necessity for a change in the working of the Department, which has hitherto been understaffed ; and at this time, changes are contemplated which, if carried out, should conduce to greater efficiency in the control and working of the Department. The Inspector of Schools receives in addition to his salary a travelling allowance of £80 per annum. School inspection is done partly by securing the unpaid services of managers, and partly by Government inspection through the paid Inspector of Schools. Surprise visits are paid as frequently as the exigencies of departmental work will allow, and these have been paid as frequently as three times a year to country schools. The annual inspection for the result grants is, as may be imagined, a fixture that takes place in the first month after the completion of the school year, with unerring regularity. The form of notice to teacher and manager, the system of inspection, the computation of the grant, the notification of the results, etc., are

* This report can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

all details that are practically the same as obtain in larger Colonies.

The 1896 Code, under which teachers are appointed and their salaries fixed, is known to be essentially a manager's Code, and occasionally one hears it referred to as a "manager-ridden" Code. But it was framed by Sir Charles Bruce, who well knew what he was doing and how to do it, and by it provision is made giving managers the exclusive right of appointing and dismissing teachers, and making them responsible for the payment of their salaries provided the work done is in accordance with the provisions of the Code. The contract between manager and teacher is the same as between master and servant, the law of the land requiring a fourteen days' notice on either side, being the only law under which either party may be sued for breach or non-fulfilment of his contract; while the unwritten law, which has age enough on its side to be now equivalent to custom, demands one month. If a teacher of a grant-in-aid school is dismissed without a character, or with one that would injure his future, the Board may, on his request in writing, appoint a committee to investigate the circumstances of the case, and if on the report of the Committee the Board is of opinion that the teacher has been treated with harshness or injustice, the Board may furnish the teacher with a certificate of character.

The scale of payment is fixed by the Ordinance, and the amount by the Code. The scale of payment is tripartite, and consists of—

Appointment
of Teachers.

Payment of
Teachers

- (a) A fixed salary (according to the class of certificate held by the teacher).
- (b) A result grant (dependent on the results of the annual inspection).
- (c) A free residence or an allowance in lieu thereof (to teachers of Government schools only).

Under (a) provisional certificates are issued, as well as certificates of the first, second and third class. As a rule provisional certificates are issued for a year, at most, the holder of such a certificate being under obligation to present himself for examination at the first certificate examination subsequently held in the Colony, provided that the date of such examination does not fall within six months of the issue of the certificate, and the certificate may be immediately suspended if the holder fails to pass the examination or for any other reason which is in the opinion of the Board of Education sufficient.

Of the other certificates, those of the third and second class are earned by examination. Those of the first class, by efficient service after holding a second-class certificate for five years. The examination required is that of the College of Preceptors, London, with a local examination in school management. The standard fixed by the Board of Education is decidedly low, a pass in the honours division of the second and third classes of the College of Preceptors, together with a pass in School Management, securing a certificate of the second and third classes respectively.

This Colony is now recognised as a centre for the College of Preceptors' examination by that body. The Board of Education has no power to recognise certificates other than—

- (a) Those issued by them ;
- (b) Those granted by the Government Education Departments of the United Kingdom ;
- (c) Those granted by any recognised Training College or School in the United Kingdom, or in any part of the King's dominions.

The pecuniary value of these certificates is as follows :—

First class, £40 ; second class, £30 ; third class and provisional, £20.

(b) The result grants vary from schools of sixty to schools of 300 presentees, in the average grant per caput. A result grant of £55 per annum for a school of 120 pupils would represent good work, while a school of sixty might earn, as a fairly good return, about £25, or one of 240, say, about £85 to £90. Schedule F of the Education Code of 1896 (see Appendix C) shows the standard of examination for Primary Schools. A daily average attendance of 120 would be considered a good school, and the total emoluments therefrom would be about £130 per annum for a denominational teacher, holding a first-class certificate, thus :—

Certificate	..	..	..	..	..	..	£40
Result Grant	..	..	..	..	..	..	£55
School Fees	..	..	..	..	..	..	£35
Total							£130

In the result grant the average depends largely on the number of pupils scheduled in the Preliminary or lowest Standard, for each of whom a fixed grant of 6s. per head is given by the Code on the attendance, no examination being required of these little ones.

(c) Free residence. The denominational managers own, in connection with their churches and schools, small houses adjoining them, and in this way it has cost them little or nothing to offer their teachers free residences in many instances in return for assistance rendered in work done out of school hours. The Board of Education, with a spirit of liberality that has not characterised its actions in respect of rental allowances in subsequent years, voted on the establishment of nine Government schools between 1885 and 1893 a rental allowance of £15 per annum to the teachers of them, but, as the result of a thorough discussion at a later time, the Government (who, as managers, were most interested) ordered that as occasion arose the rental allowance should cease with present holders of office, and the amount is nowadays paid to four Government teachers only, out of deference to a wish of the Board of Education expressed to that effect.

Training of
Teachers and
Pupil
Teachers.

No proper system of training has ever existed. Pupil teachers are required to pass annual examinations, and the Code prescribes a

syllabus of work extending over three years, not much different either in quantity or degree from that of Standards V., VI. and VII. of the schools in which they are required to teach. Provision is also therein made, imposing an obligation on managers by which they are responsible for the receipt, by pupil teachers, without cost, of special instruction from the head teachers for not less than five hours during every week, out of the regular school hours, not more than two hours being on the same day; but this regulation is certainly more honoured in the breach than in the observance, and the wonder often is how the pupil teachers succeed in passing the yearly tests. The only system of apprentice teachers consists of the provision made for the employment of unpaid monitors, who invariably succeed to the vacancies on the pupil teacher staffs. The unpaid monitors grow into pupil teachers, and these in turn into assistant teachers, until they become full-fledged head teachers. Over and above this nondescript kind of training, built on a scale of payment of 12s., 16s., and 20s. per month for pupil teachers in their respective years of service, there is absolutely no training, either of pupil teachers or of teachers.

Schedule E of the Education Code of 1896 (see Appendix C) shows the standards of examination for pupil teachers of the different years of service.

The need of a proper training institution has frequently been remarked upon by examiners, by the Inspector of Schools, and in the columns of local journals. But primary education commands little or no sympathy from those who, being permanently connected with the Colony, might be expected to take, at least, some interest in its educational welfare, and the unfortunate result is that the lack of permanence and continuity evidenced in the *personnel* of the Board of Education during the past decade, is a most unerring index of the lack of interest required for launching the more far-reaching schemes which alone can achieve anything that makes for the ultimate advancement, educationally, of the Colony as a whole. During the past two years efforts have been made by the Boards of Education of the Islands of Trinidad and Barbados to secure the co-operation of this Colony in a more comprehensive scheme for the same purpose, but their efforts have been fruitless, and at this date it would appear that jealousy, rivalry and similar causes have long been contributing all their forces towards an attitude of uncompromising neutrality (covered by expressions of the utmost willingness to co-operate) in the development of one of the most useful institutions that it is possible to found for the benefit of the Colonies of Barbados, Trinidad, the Leeward and the Windward Islands and British Guiana.

In the forty-one schools of this Colony there are five female and thirty-six male head teachers, while there are two males and one female engaged as assistant teachers.

As to pupil teachers, there are about two males to every female.

There is no pension system. This to my mind is a blot, and when *Pensions* the nature of the work required to be done is considered in connec-

tion with the class of pupils for whose benefit it is done, good work done should carry its reward in the form of pension. It might not be out of place here to refer to my remarks contained in the annual report for the year 1900, which are as follows :—

“The question of some provision corresponding to a Pension System deserves consideration. Teachers in these Colonies are never on the ‘fixed establishment,’ yet such is their service that a well-founded Petition from an applicant with years of good and faithful service seldom fails to meet due recognition from the proper quarter. There is no reason, however, why Teachers who have decided on making Teaching their life-work should not formulate some scheme for the approval of the Board of Education whereby they might themselves make their own provision to meet the eventualities of sickness, leave, or old age, apart from any recognition which their service might gain for them from public sources. I shall feel happy to discuss fully such a scheme with a representative body of teachers, and to render any assistance I can towards its success. The conditions of work and living render such a scheme a necessity, while its absence is a blot which cannot be too speedily effaced.”

Regulations
for Religious
Instruction.

The Regulations for Religious Instruction are few and to the point, and are provided for—

- (1) By the Education Ordinance.
- (2) By the Education Code.

The Ordinance provides that religious teaching shall not form part of the instruction to be given at any Government school, but every minister of religion, or person appointed by him, shall have free access to all Government schools, for the purpose of giving religious instruction to the children of the religious denomination to which the minister belongs, at such hours as may be agreed on between the minister and the Board. This section of the Ordinance affects Government schools only; but for denominational schools, the usual conditions of gaining Government aid are laid down :—

- (1) That the school be open to all children without distinction of religion or race.
- (2) That no child receive any religious instruction objected to by its parent or guardian, or be present while such instruction is being given.
- (3) That free access be given, under regulations approved by the Board, to all ministers of religion or persons appointed by them who may desire to afford religious instruction to children of their own persuasion being pupils in the school.

The Code prescribes that religious instruction may be given under such conditions as are laid down in the Education Ordinance and at such hours as are fixed in the time table of such school, and that it may not be carried on in the school at the same time as secular instruction, unless there be a separate room available for that purpose.

In actual practice, advantage is generally taken of the alternative instruction provided under the law by the words “or person

appointed by him" (the minister). Clergymen seldom (in many cases never) avail themselves in their own schools of their opportunities of imparting the religious teaching themselves. It forms no part of the syllabus of examination, and no result grant is paid for it. It is almost exclusively undertaken by the teachers, and is limited, as a rule, to the Church Catechism of the particular denomination to which the school belongs.

In Government schools, only one application has been made during the past ten years by a minister of religion for permission to exercise the privileges thus conferred on him by law.

There is no provision for the teaching of drawing in elementary schools, and there is no manual training or instruction in handicrafts, neither is there any instruction in drill or physical exercises. Cookery is not taught, but sewing and domestic economy are included in the curriculum of the elementary schools. Schedules F. and G. of the Education Code of 1896 (*see* Appendix C.) shows to what extent provision is made. The annual reports show that the girls take to domestic economy only "after a fashion." They are too apt to apply, in endeavouring to learn the subject, the words of their text books which are written to suit English modes of thought and living, as literally as possible, to local conditions, and as a consequence, awkward answers are frequently given, showing that the book work has been learnt, but not sufficiently understood. At the end of 1899, three years after the promulgation of the present Code, fifty-nine pupils presented this subject; in 1900, seventy-six. The teaching of the subject is confined to Standards VI. and VII. The grant (3s. each) for passes obtained in this subject did not exceed £8 in 1900. With the educational needs of the Colony growing apace, it will become imperative on the Board of Education at no distant date to consider the question of appointing a Lady Examiner for this subject, as is done for needlework.

Sir Charles Bruce, in his Code of 1896, made provision for the teaching of agriculture,* and as will be seen in Form 5 of the Education Code of 1896 (*see* Appendix C.), a grant of 3s. per head was allowed for each pupil passing a satisfactory examination in this subject, the teaching of which is confined to Standards VI. and VII. Since that date, the Imperial Department of Agriculture for the West Indies has practically taken the burden of agricultural education on its shoulders; and under its guidance and direction, the necessary steps for qualifying teachers to teach the subject, for securing proper school plots contiguous to or in the neighbourhood of the schools, have been taken, the Department lending its Station for the work of practical demonstration at all stages of teaching, and offering the services of its Curator.

At the end of 1899, 154 pupils were examined in the subject; and in 1900, 161. The theory has, as a rule, been fairly well

* See also below new Sub-Clause No. 10 added in 1901 to Clause 21 of Education Ordinance, 1895.

taught by those teachers who attended the two courses of lectures given in 1900; but the lack of school plots has divested the subject of much of the interest that would otherwise be shown. Sir Alfred Moloney never lost an opportunity of publicly advertising the views of the Colonial Office with respect to the importance of the subject, and invariably supplemented these with his own. A good start has been effected, and with the securing of school plots—a matter that has been attended with some delay—the subject may soon be expected to be taken up with all the energy that its importance demands.

Continuation
Schools.

No arrangements exist for continuation schools; but reference to the annual report for 1900 shows that the making of such arrangements has not been entirely lost sight of. The passage referred to runs thus:—

“In conclusion, while it is gratifying to observe the healthy increases shown on the tables herewith, it has occurred to my mind that another reference to the lines on which these increases should follow would not be out of place. The basis of the £5,000 annually expended is an anticipation by the Board who grant it, that ‘all reasonable care is taken in the ordinary management of the school to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress on the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.’ This (taken from the English Code) is decidedly a fine standard of moral attainment at which to aim. It would be lost labour to comment on the foregoing as local circumstances demand. But I might mention that most of what is laid down lies immediately in the hands of the parents, next in the hands of the pupils, lastly in the hands of the Teachers and Pupil-teachers. The Teachers are the guardians of the pupils’ morals during school hours—the parents while they are at home. But in the latter case it may well be asked ‘Quis custodiet, etc.?’ One solution, and probably the only one, for the vexed question, viz., how a healthy moral tone is to be preserved, lies in the continuation of the good work done by the Teachers. Let the English system of having evening continuation schools be tried in a selected district, and add to it the formation of school libraries by the efforts of the Teachers, with such assistance as may be rendered by persons interested, so as to form the nucleus of those towers of success known as Circulating Libraries. At present boys and girls grown to be men and women have no facilities (no matter how much they desire it) for continuing the work begun and (as at present) ended at school. When, however, these children once become parents, can find the means and opportunities of spending their evenings in a rational sort of way, they will, as persons in the higher walks of life, avail themselves of their opportunities. Personally, I shall take up the matter of school libraries, with the assistance of my Teachers and Pupil Teachers, in one of my schools at an early date, feeling confident that, conducted on

right lines, there will be absolutely no risk of failure in so well meant an attempt."

It has not been found necessary to make provision for instruction of the blind, deaf and dumb, or for defective children, and there is no reformatory school in the colony.

B. SECONDARY EDUCATION.

Systems of secondary education existed as far back as the fifties, but the oldest existing to-day dates as far back as 1872.

There are three schools of secondary education assisted by the Government, one for boys and two for girls. That for boys is an undenominational school, and was started by private enterprise on 2nd February, 1885, with thirty boys, and although the numbers have fluctuated and reached as high as fifty, the number to-day is about the same as it was seventeen years ago. Boys' Secondary School.

Latin, French, English grammar, English literature, geography, history, book keeping, arithmetic, algebra, Euclid, Greek (optional), and English composition are the subjects taught. The school has always been taught by University men appointed by a governing body composed of the Colonial Secretary, all the clergy of the Colony, and about a dozen gentlemen in addition to these. The Government gives six scholarships to boys from the primary schools tenable for five years, conditional on good reports from the head master. The governing body give five on the same conditions. The paying pupils are, therefore, only about twenty. The fees are £2 10s. per term, and the terms and holidays are those customary in public schools.

The annual income is about £175 per annum from fees, and about £450 from the Government, and may be taken roughly at about £650 per annum.

The Government gives—

- (a) A fixed grant of £250.
- (b) A grant of £5 per head on every boy who obtains 50 per cent. and upwards of the total marks in the examination held every Christmas by an examiner (usually a graduate of an English university) appointed by the governing body subject to the approval of the Governor.

Prizes are presented to the school by the Governor, and other prizes are provided by the governing body. The annual expenditure is about £600.*

The St. George's High School for Girls is a sister institution to the boys' school, and is undenominational also. The governing St. George's High School for Girls.

* In 1902, a Committee was appointed by the Governor to enquire into the feasibility of establishing in this colony a College on the lines of the Royal College of Mauritius, and the Committee's report is being considered in the present year: there can be no doubt that a complete change in the existing state of affairs is requisite to meet local wants.

(Colonial Reports, Annual, No. 404. Grenada, Report for 1902, Cd. 1768-9.)

body is the same as for the boys', with one additional member. The school was founded soon after the boys' school, and has had no fewer than four head mistresses during the twelve years of its existence. The present head mistress is a graduate of St. Andrew's University (Scotland) and holds the degree of L.L.A., and there are besides an assistant mistress who teaches music, and a painting mistress.

Political geography, physical geography, English language, arithmetic, elementary mathematics, English literature, French, natural science, history, elementary drawing, class singing and needlework are taught.

Provision is made for the teaching of extra subjects, and of religious knowledge and Scripture by ministers of religion.

There are three terms in the year; each of thirteen weeks' duration, the other thirteen weeks being allotted for vacation. The fees range from £3 to £5 per annum, according to the standard of attainment of the pupils. The number on the roll and the average attendance are about thirty, but it is expected that under the new mistress, who has had charge of the school for not quite eighteen months, the school will soon regain its former numerical strength (of about fifty). The income is about £250 per annum, and the governing body finds it absolutely necessary to exercise the utmost vigilance to keep the expenditure within proper limits. The school receives a Government grant-in-aid of £2 per scholar per annum (not to exceed £100 altogether) on the average daily attendance, and is examined annually by an examiner appointed and paid by the Government. Two scholarships tenable for four years are given by the Government to girls from the primary schools. The school is excellently situated in the capital, and is sufficiently commodious to permit of the head mistress receiving boarders. The governing bodies of this and the (boys') Grammar School have within the past month been incorporated.

St. Joseph's
Convent
School.

St. Joseph's Convent School, unlike the St. George's Girls' High School, is strictly denominational, and is not controlled by a governing body. The sisters of St. Joseph (a Roman Catholic teaching order) are the sole authorities in connection with the school, which was founded in 1872. The teaching staff consists of three sisters of the Convent, assisted by one or two lady teachers, ex-pupils of the school. The curriculum comprises English grammar, composition and paraphrasing, reading, orthography, penmanship, geography, history (English and Bible), arithmetic, algebra, natural history, botany, astronomy, domestic economy, French (reading, grammar, exercises and translation), drawing and painting, music (vocal and instrumental), calisthenics, and needlework (plain and ornamental).

The school terms and holidays are not of the same duration as is usually the case in public schools, there being two terms only. The first is from January 15th to May 17th; the second from May 25th to December 15th; the periods intervening, consisting of rather less than six weeks, being allotted to holidays.

The fees are :—

Boarders - - - - - £3 0 0 per month.

Day scholars over seven years - 0 8 0 „

Day scholars under seven years - 0 4 0 „

Extras :—

Music - - - - - 0 10 0 „

Drawing and painting - - - 0 8 0 „

There are no exhibitions. The average attendance is about sixty, from a school roll of about seventy.

The school receives a Government grant-in-aid of £2 per scholar per annum (not to exceed £100 altogether), and is examined annually by an examiner appointed and paid by the Government. Two scholarships, tenable for four years, are given by the Government to girls from the primary schools. The situation of the school is excellent, but the authorities are considering the enlargement of the premises to meet their requirements.

These High Schools are entirely free from Government inspection, and with the exception of the conditions under which the grants-in-aid are made, are equally free from Government control.

Some mention has already been made above of private secondary schools.

JOHN HARBIN,

Inspector of Schools.

Education Office, Grenada,

5th June, 1902.

APPENDIX A.

THE ELEMENTARY INSTRUCTION ORDINANCE, 1888.

GRENADA.

No. 11—of 1888.

[14th November, 1888.]

AN ORDINANCE TO PROVIDE FOR PUBLIC ELEMENTARY INSTRUCTION IN THIS COLONY.

Preamble.

Whereas it is expedient to make better provision for the instruction of the children of this Island and for securing the fulfilment of parental responsibility in relation thereto.

Be it enacted by the Governor with the advice and consent of the Legislative Council as follows :—

Short Title.

1. This Ordinance may be cited as "The Elementary Instruction Ordinance, 1888."

Commencement of Ordinance.

2. This Ordinance shall come into operation from and after the date of the publication of the Governor's assent thereto in the *Government Gazette*, which date shall be taken to be the commencement of the Ordinance.

Interpretation of terms.

3. In this Ordinance the word—

"Child" shall mean any child between the ages of five and fourteen years.

"Parent" shall mean father or mother, and in the case of a child who is orphan or deserted it shall mean grandfather or grandmother or other person for the time being having the care or custody of child.

"Authorised person" means any person entrusted with the execution of the provisions of this Ordinance.

"Public Elementary School" means a school of primary instruction either aided or supported by public funds.

Duty of parent to provide elementary instruction for his child.

4. It shall be the duty of the parent of every child to cause such child to receive elementary instruction in reading, writing and arithmetic and if such parent fail to perform such duty he shall be liable to such Orders and penalties as are provided in this Ordinance.

Executive Officers.

5. Every Justice of the Peace, Minister of Religion, Police Officer or Constable, and every member of the Education Board and the Inspector of Schools, shall be a person entrusted with the execution of the provisions of this Ordinance.

Parent may be summoned before a Court of Summary Jurisdiction for neglecting to provide elementary instruction for his child.

6. If the parent of any child habitually and without reasonable excuse neglects to provide efficient elementary instruction for such child it shall be competent to any person entrusted with the execution of this Ordinance and having knowledge of such neglect, after due warning to the parent of such child, to complain to a Court of Summary Jurisdiction and such Court may, "satisfied of the truth of such complaint, order that the child do attend some public elementary school named in the order (hereinafter called the Attendance Order) not being distant more than one and a half miles from the residence of such child.

Reasonable excuses for non-compliance with terms of Ordinance.

For the purposes of this section any of the following reasons shall be a reasonable excuse :—

- (1) That there is not within one and a half measured miles by the nearest road or path from the residence of such child any public elementary school open which the child can attend ; or
- (2) That the absence of the child from school has been caused by sickness or other unavoidable cause ; or
- (3) That the child has attained such a standard of education as would entitle it to receive a certificate of proficiency as hereinafter provided.

7. Every child who attends any public elementary school and passes Certificate of proficiency at the annual examination of such school by the Inspector, shall be entitled to receive a certificate of proficiency according to age in the form prescribed in the Schedule of this Ordinance ; that is to say—

At six years old, in the preliminary or any higher standard.

Above six and not exceeding eight years old, in the first or any higher standard.

Above eight and not exceeding ten, in the second or any higher standard.

Above ten and not exceeding twelve, in the third or any higher standard.

Above twelve and not exceeding fourteen, in the fourth or any higher standard.

8. The parent of any child who has been educated otherwise than at a public elementary school shall be entitled upon making application to the Inspector of Schools to have his child examined at such time and place as the Inspector may appoint, and such child upon passing the prescribed or any higher Standard shall be entitled to receive a certificate of proficiency according to age.

Provision with respect to a child who has been educated otherwise than at a public elementary school.

9. If any child who is examined under the provisions of the eighth section fail to pass the requisite Standard, it shall be the duty of the Inspector of Schools either by himself or by some other authorised person to make a complaint under the sixth section of this Ordinance with the view of procuring a school attendance order in respect of such child.

Inspector of Schools to procure a school attendance order in cases where a child fails to pass requisite standard.

Failure to pass the examination hereinbefore referred to shall be *prima facie* evidence of neglect on the part of the parent to provide efficient instruction within the meaning of Sections 4 and 6 of this Ordinance.

10. Where in answer to a complaint under section six, it is alleged that the child has attained a Standard entitling it to a certificate of proficiency according to age, the Court may either examine the child with a view of ascertaining whether the required Standard has been reached, or may adjourn the further hearing of the case in order that the child may be examined in the manner hereinafter provided, and it shall then be the duty of the magistrate to transmit to the Inspector of Schools the notice hereinafter referred to.

Procedure in cases where it is alleged a child has attained a standard entitling it to a certificate of proficiency.

11. Upon receiving from the magistrate a notice, in the form prescribed in the Schedule to this Ordinance, that a child in respect of whom a complaint has been made under the sixth section is alleged to have reached a Standard of education entitling it to a certificate of proficiency according to age, the Inspector of Schools shall appoint a time and place for the examination of such child and shall give or withhold a certificate of proficiency in accordance with the result of the examination, reporting such result at the same time to the magistrate who shall thereupon proceed to determine the complaint.

Inspector of Schools to appoint a time and place for examination of child.

12. If the manager of any aided school named in a school attendance order, shall object to receive into his school the child in respect of whom the order is made, he must at once state his objection and the grounds of it in writing to the magistrate by whom the order is signed, who shall forthwith transmit the same to the Secretary of the Education Board to be laid before the Executive Committee of the Board, with whom it shall rest, after such inquiry as they shall deem proper, to confirm the objection or to disallow it. If the Committee confirm the objection, the Court upon being so informed shall cancel the attendance order and either make a fresh order in which some other school shall be named, or, if there be no school available, shall dismiss the complaint. If the Committee disallow the objection, and the manager still refuses to receive the child into his

Procedure where manager of aided school objects to receive a child named in attendance order.

school, the Court may proceed in the same manner as if the objection had been allowed ; and such refusal on the part of the manager shall be deemed to be a ground for withdrawing public aid from the school, within the meaning of section 15 of " The Education Ordinance Amendment Ordinance, 1886."

Penalty for non-compliance with attendance order.

13. Where an attendance order is not complied with a Court of Summary Jurisdiction on complaint made by an authorised person may, if the parent does not appear, or appears and fails to satisfy the Court that he has used all reasonable efforts to obey the order, impose a penalty not exceeding with the costs five shillings.

Court may order the free admission of a child into a public elementary school.

14. In any case in which an attendance order is made the Court if satisfied of the inability of the parent to pay the school fees may give directions for the free admission of the child into the public elementary school named in the order.

School fees to be paid out of the moneys voted for Elementary Education.

15. The manager of any aided school upon which an order of free admission is made in respect of any child, shall be entitled to receive, during the attendance of such child at the school, an amount not exceeding three pence per week, to be paid out of the moneys annually voted for Elementary Education.

The Governor may make rules and regulations and frame forms.

16. It shall be lawful for the Governor in Council to make and from time to time to add to, rescind, or alter, rules and regulations and to frame forms for the better carrying out of any of the provisions of this Ordinance.

SCHEDULE.

(Form of notice under Section 11.)

Passed in Legislative Council this 6th day of November in the Year of Our Lord One thousand eight hundred and eighty-eight.

APPENDIX B.

THE EDUCATION ORDINANCE, 1895.

(With subsequent amendments incorporated.)

GRENADE.

No. 12—of 1895.

[1st January, 1896.

AN ORDINANCE TO CONSOLIDATE AND AMEND THE LAW RELATING TO PRIMARY EDUCATION.

Short title.

1. This Ordinance may be cited as "The Education Ordinance, 1895."

Commencement of Ordinance.

2. This Ordinance shall come into operation on such day as the Governor shall notify by Proclamation.

Repeal of Ordinances : Proviso.

3. Ordinances No. 1 of 28th February, 1893, and No. 3 of 8th March, 1893, are hereby repealed : Provided that, except in cases otherwise provided for in this Ordinance, such repeal shall not affect—

(1) The past operation of any enactment hereby repealed nor anything duly done thereunder.

(2) Any right, privilege, obligation, or liability acquired, accrued, or incurred under any enactment hereby repealed.

Provided also that until new Rules are brought into operation under this Ordinance, the Rules made under the repealed enactments shall remain in full force and effect.

Interpretation of terms.

4. In this Ordinance,—

" The Board " means the Board of Education constituted under this Ordinance :

"Inspector of Schools" means any officer appointed by the Governor to inspect and examine schools, and to perform such other duties as may be imposed on him by this Ordinance or otherwise assigned to him by the Governor :

"The Code" means the Code of Regulations for Primary Schools in force for the time being under the provisions of this Ordinance :

"School" means a school for primary instruction within the meaning of this Ordinance :

"Teacher" includes an Assistant Teacher and a Pupil Teacher in a school :

"Manager" means a person recognised under the provisions of the Code as having the control and management of a school.

"Standard" means a degree of education attainment to be fixed by the Code :

"Parent" includes guardian and every person liable to maintain or having the actual custody of any child.

The Board of Education.

5. (1) There shall be established a Board to be called the "Board of Education." Constitution of Board of Education.

(2) The Board shall consist of the Governor as President and of so many members as the Governor shall deem expedient. Of the members so to be appointed one half shall be Roman Catholics and the other half non-Roman Catholics. The members shall be appointed by the Governor and each member shall continue to be a member of the Board for a period of two years from the date of his appointment.

6. It shall be lawful for the Governor at any time to summon a meeting of the Board. So far as possible, notice of all meetings of the Board shall be issued by the Secretary to members one week before the day fixed for the meeting. Meetings of the Board.

7.* Five members of the Board, including the Governor or Vice-President, shall form a quorum, and the Governor shall have a casting vote only.

8. It shall be lawful for the Governor, in the event of his being unable to attend a meeting of the Board, to appoint the Chief Justice or a member of the Executive Council not being a member of the Board to act as Vice-President. The Vice-President shall have the powers of the Governor as President. Appointment of Vice-President.

9. (1.) Any member of the Board may resign his seat by letter addressed to the Governor. Resignation of member.

(2.) Any member leaving the Colony shall inform the Governor in writing of the time he is likely to be absent, and the Governor shall, in the event of a meeting being summoned, appoint an acting member during such absence. Member wishing to leave the Colony to inform Governor.

(3.) Any member leaving the Colony without so communicating with the Governor, and being absent from two consecutive meetings duly summoned, shall vacate his seat. Member leaving Colony without informing Governor to vacate his seat.

*The Education Amending Ordinance, 1901, No. 9 of 1901, repealed this Section and substituted the following :—

"Two members of the Board, together with the Governor or Vice-President, shall form a quorum, and the Governor or Vice-President shall have a casting vote only." Quorum.

The Inspector of Schools and the Secretary to the Board.

Appointment
of Inspector
of Schools
and Secretary to the
Board.

10. It shall be lawful for the Governor to appoint such persons as he shall think fit to be Inspector of Schools and Secretary to the Board.

Duties of
Inspector of
Schools.

11. The duties of Inspector of Schools shall include the inspection and examination of schools and all duties imposed on him by this Ordinance or otherwise assigned to him by the Governor.

Responsi-
bilities of
Inspector.

12. The Inspector of Schools is responsible for the administration, in accordance with the provisions of the Code, of the moneys voted by the Legislature for Government and Grant-in-Aid Schools; and for the control and management of Government Schools in accordance with the provisions of the Code.

Duties of
Secretary.

13. The duties of the Secretary of the Board shall be to issue notices of meetings, to keep the minutes of meetings of the Board, and to conduct its correspondence.

Rules and Regulations.

Power of
Board to
make Rules.

14. (1) The Board shall have power from time to time to make Rules for the following purposes:—

- (a.) For the good government, discipline, and routine work of all Government and Grant-in-Aid Schools maintained or aided under this Ordinance.
- (b.) To fix the days and hours of attendance and the school holidays.
- (c.) To prescribe the standards of attainment in the subjects of instruction taught in any school necessary to qualify the school to earn a result grant.
- (d.) To fix the month of the annual examination of each school for a result grant.
- (e.) To fix the number of attendances entitling a school to claim a result grant for a child present for examination.
- (f.) To determine generally the conditions under which the annual examinations of schools for result grants shall be held.
- (g.) To determine the qualifications to be required for the issue and classification of certificates to teachers.
- (h.) To determine the conditions on which schools shall be entitled to a grant-in-aid in respect to sufficient school house accommodation, furniture, and apparatus, and to the admission and attendance of scholars.
- (i.) For the conduct of its business and the regulation of its proceedings.

Provided that such Rules shall not be in any respect inconsistent with the provisions of this Ordinance.

(2.) A copy of such Rules shall be laid before the Legislative Council at its next meeting after the passing of the same.

Cancellation
or amend-
ment of
Rules.

15. Any Rule made by the Board may be cancelled or amended by the Board: Provided that notification of such cancellation or amendment shall be made to the Legislative Council at its next meeting after the passing of the same.

Rules to fix
scales of
teachers'
salaries and
result grants.

16. The Board shall also have power to make rules for the following purposes:—

- (1.) To fix a scale of salaries to be allowed to teachers according to the class of certificate held by them.
- (2.) To fix a scale of result grants to be paid to the teachers of schools for each child passing a satisfactory examination in the prescribed standards.

Provided that all rules passed by the Board under the provisions of this section shall be laid before the Legislative Council at its next meeting after the passing of the same, and shall not come into operation until they shall have been approved by the Council.

17. The Board may order the withholding or withdrawal from any school which fails to comply with the requirements of this Ordinance, or of any Rules made thereunder, of any aid or any part of such aid to which such school would be otherwise entitled.

Classification of Schools.

18. Schools of Primary Instruction shall be divided into two classes :—

- (1) Schools already or to be hereafter established and maintained entirely from the public funds of the Colony (herein called Government Schools) ;
- (2) Schools already or to be hereafter established by local managers, and to which aid shall be contributed from the public funds of the Colony (herein called Grant-in-Aid Schools).

Classification of Schools of Primary Instruction.

Government Schools.

19. The Police Magistrate of each district, and such person or persons as the Board may from time to time appoint, shall be visitors of the Government Schools within such district.

Visitors of Government Schools.

20. Religious teaching shall not form part of the instruction to be given at any Government Schools, but every minister of religion or person appointed by him shall have free access to all Government Schools, for the purpose of giving religious instruction to the children of the religious denomination to which such minister may belong, at such hours as may be agreed on between such minister and the Board.

Religious teaching no part of instruction. Ministers of religion to have free access.

21. The Board may establish a Government School in any district in which there is no Grant-in-Aid School, or where the Grant-in-Aid Schools are insufficient for the instruction of the children in the district : Provided that a Government School shall not be established in any place where there is, in the opinion of the majority of the Board, expressed by a resolution to that effect, a sufficient Grant-in-Aid School.

Establishment of Government Schools.

22. (1) Teachers of Government schools shall receive as remuneration—

Remuneration of teachers of Government Schools.

- (a.) A fixed salary ;
- (b.) A result grant ;
- (c.) A free residence or an allowance in lieu thereof.

(2) The scale of salary and of the result grant shall be the same, and payment shall be subject to the same conditions, as in the case of Grant-in-Aid Schools.

(3) All other expenses in connection with the establishment and maintenance of Government Schools shall be subject to a vote of the Legislative Council.

Grant-in-Aid Schools.

23. When a Government School has been established in a district and is in the opinion of the majority of the Board sufficient for the wants of the district wherein the same has been erected, no other school subsequently established within a radius of two miles shall, except within the limits of a town, receive aid from the public funds of the Colony.

Where Government School established sufficient for wants of District no other school to receive aid.

Conditions on which Primary Schools established by any person shall be entitled to Government aid.

24.* A school of Primary Instruction established by any person (on being allowed by the Board) shall be entitled to receive aid from the public funds of the Colony on the following conditions :—

- (1) That provision to the satisfaction of the Board be made for the regular visitation, management, and control of the school by a manager who shall have the power to appoint and dismiss the teacher of such school.
- (2) That the teacher to be so appointed be duly licensed by the Board.
- (3) That the average daily attendance of the school, computed on a period of twelve months next preceding the date of application for a grant-in-aid, be not less than twenty-five.
- (4) That the school be open to all children without distinction of religion or race.
- (5) That no child receive any religious instruction objected to by the parent or guardian of such child, or be present while such instruction is given.
- (6) That free access be given, under regulations approved by the Board, to all ministers of religion, or persons appointed by them, who may desire to afford religious instruction to children of their own persuasion being pupils in such school.
- (7) That the school be at all times open to inspection.
- (8) That the fees, if any, payable by the scholars do not exceed in amount a scale to be fixed by the Board.
- (9) That the rules and books of secular instruction be subject to the approval of the Board.

Proviso.

Provided that it shall be lawful for the Board to relax the provisions of the sixth sub-section of this section in the case of any child residing within reach of a Grant-in-Aid School of his own denomination or of any Government School, but whose parent shall elect to send him to a Grant-in-Aid School of a differing denomination.

Proviso.

Provided also that no school shall receive aid from the public funds of the Colony until the amount of such aid has been voted by the Legislative Council.

Aid to which Grant-in-aid Schools are entitled.

25. The aid to which Grant-in-Aid Schools shall be entitled shall consist of—

- (1) A fixed salary to be paid to teachers according to the class of the certificate held by them ;
- (2) A grant in proportion to the educational results (herein called the result grant) ;
- (3) A grant in proportion to the attendance of pupils (herein called the capitation grant) ; and
- (4) A grant in aid of the building used as a school house (herein called the building grant).

Payment of salaries of teachers.

26. The salary of the teachers shall be paid to the teachers monthly by the Treasurer upon the certificate of the Inspector of Schools.

Payment of result grant.

27. The result grant shall be payable to the teacher, or, in the event of there being more than one teacher, to the head teacher, by the Treasurer upon the certificate of the Inspector of Schools, as soon as possible after

*The Education Amendment Ordinance, 1901, No. 4 of 1901, added sub-clauses 10 and 11 to Section 24 of the Education Ordinance, 1895. They are as follows :—

- (10) That provision is made to the satisfaction of the Board for instruction in Agriculture.
- (11) That the Registers, Returns and Forms which from time to time are prescribed by the Board to be kept or filled in by the Managers or Teachers, are duly kept and filled in.

the annual examination of each school: Provided that, six months after **Proviso.** the annual examination of each school, an advance may be made to the teacher of a sum not exceeding one half of the result grant earned at the last preceding examination, the balance of the result grant to be adjusted after the annual examination.

28. (1) The capitation grant shall consist of one shilling for each pupil **Capitation** who shall have attended the said school on not less than one hundred **grant.** days during the year preceding the examination.

(2) The capitation grant shall be paid to the manager as a grant-in-aid of the supply of school furniture, materials, and apparatus.

29. Applications for grants-in-aid of the erection of new school-houses, **Conditions** or the extension or improvement of school-houses which have not received **upon which** any building grant, may be entertained by the Board subject to the following **applications** conditions:— **for grants-in-aid for erection or extension of school houses may be considered.**

- (1) That the amount of the building grant shall not exceed one half of the amount needed to complete, extend, or improve the school house according to plans and estimates to be approved by the Board;
- (2) That the amount of the building grant in the case of a new school shall not exceed the sum of One hundred and fifty pounds sterling, and, in the case of the extension or improvement of school-houses not having hitherto received any building grant, the sum of One hundred pounds sterling;
- (3) That the payment of a building grant entertained by the Board shall be subject to a vote of the Legislative Council;
- (4) That in the case of a building grant having been paid under this Ordinance for or towards the erection, extension, or improvement of a building used as a school, such building shall, at the expiration of three months from such time as it may cease to be used as a Grant-in-Aid School under this Ordinance, vest in the Government, and shall be liable to be sold for the purpose of refunding to the Treasury the amount of the grant. The surplus, if any, shall be paid to the manager of the school.

Passed the Legislative Council this 4th day of June in the Year of Our Lord One thousand eight hundred and ninety-five.

APPENDIX C.

CODE OF REGULATIONS FOR PRIMARY SCHOOLS.

*Made by the Board of Education on the 8th October, 1896.**

Legalised by the Education Ordinance 1895 Amendment Ordinance 1896.

ARRANGEMENT OF SECTIONS.

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* Rules or portions of Rules which have been altered since the Code appeared are printed in their amended form in italics, together with the date at which the alteration was made in square brackets.

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PART I.

CHAPTER I.

GENERAL REGULATIONS.

MANAGERS.

1. Every Primary School shall be under the control of a manager or managers who shall be responsible for the enforcement of the Regulations of the Code. Should there be two or more managers of a school, one of the number shall be appointed in writing by the other or others to communicate with the Board or with the Inspector, on all matters relating to the school.

2. No teacher can be recognised as a manager nor can any person be recognised as a manager of a school who derives any profit or emolument therefrom.

3. No communications from teachers relative to the discipline or management of their schools will be received by the Board unless forwarded through the manager.

4. *The managers of Grant-in-Aid Schools when entitled to appoint a teacher shall have the exclusive right of appointment and dismissal, but all changes in the teaching staff shall be notified to the Inspector and to the Secretary of the Board of Education. Teachers will be recognised only from the date at which their appointment is sanctioned by the Board of Education.* [1898.]

5. If a teacher of a Grant-in-Aid School is dismissed without a character or with one that would injure his future, the Board may, on his request in writing, appoint a committee to investigate the circumstances of the case, and, if on the report of the Committee the Board is of opinion that the teacher has been treated with harshness or injustice, the Board may furnish the teacher with a certificate of character.

6. The manager shall either himself or by persons deputed by him visit every school under his management at least once a month, examine and sign the registers, and record the results of his visits in the Visitors' Book.

7. The Inspector will give the manager at least three weeks' notice of the date of the annual examination of any school under his management and will furnish the manager with the [prescribed] forms to be prepared for the examination. It shall be the duty of the manager to see that the required forms are duly filled up and to sign the [prescribed] declaration If he is unable to sign the declaration he will state his reasons in writing and the case will be dealt with in such manner as the Board may decide. The forms must be returned to the Inspector at least three clear days before the day fixed for the examination.

TEACHERS.

8. Every teacher hereafter appointed as head teacher of a Government or Grant-in-Aid School shall be required to hold a certificate of competency. hereinafter called a "certificate."

9. Certificates shall be of three classes.

10. Every candidate for a certificate shall make application by letter in his own handwriting (provided that, if the candidate is a teacher, his application shall be forwarded through the manager), and shall forward therewith testimonials of good character.

11. Examinations for certificates will be held annually in the Town of St. George, and any candidate whose testimonials of good conduct have been approved by the Board, and who shall have passed the required examinations, shall be entitled to a certificate.

12. The subjects for examination shall be—

- (1) The subjects appointed for the examinations for certificates held by the College of Preceptors, London ;
- (2) School management.

13. The Board shall have power to cancel any certificate given to a teacher, or to reduce certificates of the first or second class to certificates of the second or third class : provided that, when any proposal to cancel or reduce the class of a certificate is submitted to the Board, the teacher shall be afforded an opportunity of submitting to the Board any explanation he may desire to make in writing.

14. To obtain a certificate of the third class, a candidate must obtain a certificate of the College of Preceptors that he has passed in the *Honours** division of the third class of their examination, and a certificate of having passed successfully an examination in school management in accordance with the provisions of Schedule C of this Code.

* Alteration made in 1901.

15. To obtain a certificate of the second class, a candidate must obtain a certificate of the College of Preceptors that he has passed in the *Honours** division of the second class of their examination, and a certificate of having passed successfully an examination in school management in accordance with the provisions of Schedule C of this Code.

16. Arrangements will be made by the Board for holding the examination of the College of Preceptors in the month of June or December whenever there may be candidates for examination.

17. The examination in school management will be held by such persons as may be appointed by the President of the Board.

18. The Board shall have power to issue a certificate of the third or second class to any candidate who produces testimonials of good conduct approved by the Board, and who holds a teacher's certificate granted by the Committee of Council on Education for the United Kingdom, or by any recognised Training College or school in the United Kingdom or in any part of the Queen's Dominions; the issue of a third or second class certificate shall depend on the class of certificate held by the candidate.

19. The Board shall have power to issue a certificate of the second class to any candidate who produces testimonials of good conduct approved by the Board and who holds a certificate of having passed the London University Matriculation Examination or of having obtained a degree at any University in the United Kingdom or in the Queen's Dominions; provided that such candidate shall pass a satisfactory examination in school management in accordance with the provisions of Schedule C of this Code.

20. Any certificate of the second class issued under this Code may be raised to a certificate of the first class if the holder shall have rendered five years' efficient service as a head teacher in charge of any Government or Grant-in-Aid School in this Colony.

21. Every candidate for a certificate of the first class must send an application to the Secretary of the Board accompanied by—

- (1) A certificate of good conduct and morality signed by the manager or managers of each and every school in which he has held an appointment as head teacher;
- (2) Copies of the Inspector's reports on the annual examination of the school or schools in which he has held an appointment as head teacher for five years preceding the date of the application.

22. The issue of a certificate of the first class will depend on the Board being satisfied that the service of the teacher has been efficient, as shown by the above certificates and reports.

23. The Board shall have power to issue provisional certificates to persons whom a manager may desire to employ on the teaching staff of a school subject to the following conditions:—

- (1) The manager shall submit to the Board a certificate that the candidate is in his judgment a fit and proper person for the office of teacher, with such testimonials as the candidate may be able to furnish;
- (2) The holder of any such provisional certificate shall be under obligation to present himself for examination at the first certificate examination subsequently held in the Colony, provided that the date of such examination does not fall within six months of the issue of the certificate. If the date of the examination falls within such six months the teacher may have the option of presenting himself at such examination: but it shall be obligatory on him to present himself at the next succeeding examination. The provisional certificate may be immediately suspended if the holder fails to pass the examination or for any other reason which is in the opinion of the Board sufficient.

* Alteration made in 1901.

24. Teachers holding certificates recognised under the Bye-laws of the Board of Education of 1888 shall be considered as holding certificates of the same class under this Code.

25. The pecuniary value of certificates shall be in accordance with the regulations contained in Part II. of this Code.

ASSISTANT TEACHERS.

26. In a school having an average daily attendance of 120 pupils or more, a certificated teacher may be employed as an assistant teacher, in lieu of two pupil teachers; and in a school having an average daily attendance of 180 pupils or more two certificated teachers may be employed as assistant teachers in lieu of four pupil teachers.

27. If the average attendance at the school for six consecutive months from January 1st to June 30th or from July 1st to December 31st shall fall below the above numbers respectively, the services of the assistant teacher or assistant teachers must be dispensed with. *Provided that in cases where the average attendance of a school has been reduced by epidemic sickness, the average attendance of any period, being not less than one week, during which the attendances are affected may be excluded for the purposes of this and Section 34 of the Code, it being the duty of the manager of the school in every such case to furnish a Certificate from the Medical Officer of the district, to the satisfaction of the Inspector of Schools, that epidemic sickness prevailed in the neighbourhood of the school during such period. [1901.]*

28. Assistant teachers shall receive the salaries attached to third class certificates and such portion of the result grant as shall be determined by the manager.

PUPIL TEACHERS.

29. Pupil teachers are boys or girls selected by the manager to assist in maintaining discipline and in instructing the lower classes.

30. For the purposes of this Code the term pupil teacher applies only to boys or girls so selected by the manager and appointed in accordance with the Code; but nothing in the Code shall be held to interfere with the right of the manager to select boys or girls as unpaid monitors, or by any other designation, to assist in maintaining discipline and in instructing the lower classes.

31. *An application for the Board's approval of the appointment of a pupil teacher must be made by the manager on the form approved by the Board [1898.]*

32. The manager is bound to see that a pupil teacher receives, without cost, special instruction from the head teacher for not less than five hours during every week, out of the regular school hours, not more than two hours being on the same day. A pupil teachers' time table shall be kept in the log.

33. Any school having an average daily attendance of not less than sixty for six completed months immediately prior to the date of application shall be entitled to one pupil teacher, and to one additional pupil teacher for every thirty above the first sixty.

34. If the average attendance at the school for six consecutive months from January 1st to June 30th or from July 1st to December 31st shall fall below the above numbers respectively, the services of the pupil teacher or pupil teachers must be dispensed with. *Provided that in cases where the average attendance of a school has been reduced by epidemic sickness, the average attendance of any period, being not less than one week, during which the attendances are affected may be excluded for the purposes of this and section 27 of the Code, it being the duty of the manager of the school*

in every such case to furnish a Certificate from the Medical Officer of the district, to the satisfaction of the Inspector of Schools, that epidemic sickness prevailed in the neighbourhood of the school during such period. [1901.]

35. No candidate, not being a paid monitor employed at the time of the passing of this Code, shall be eligible for a first appointment as a pupil teacher if under fourteen or over seventeen years of age : and no pupil teacher shall be employed as such for more than five years, *unless he is entitled to or has obtained a certificate, other than a provisional certificate, recognised by the Board. [1900.]*

36. Before a candidate can be employed as a pupil teacher, he will be required to provide a certificate of good character and to have passed an examination in all the subjects of Standard V.

37. Pupil teachers will be required to pass annually an examination in the subjects prescribed in Schedule E, and to produce certificates of good conduct from their managers.

38. After two consecutive failures to pass the annual examination, except from illness or other sufficient cause, stated in writing to the Inspector before the day of examination, a pupil teacher will no longer be recognised by the Board.

39. The pecuniary conditions attached to the employment of pupil teachers are set forth in Part II. of this Code.

CHAPTER II.

ESTABLISHMENT AND GOVERNMENT OF SCHOOLS.

40. Applications for the establishment of a Government School in any district will be considered by the Board subject to the Regulations of the Code and to the provisions of Section 21 of the Education Ordinance, 1895.

41. Applications for a Grant-in-Aid of a Primary School will be considered by the Board subject to the conditions laid down in Section 24 of the Education Ordinance, 1895, and to the Regulations of the Code.

CLASSIFICATION OF SCHOOLS.

42. The Board will be prepared to consider applications for Grants-in-Aid of the following classes of schools :—

- (1) Primary boys (taught by a master or a mistress).
- (2) Primary girls (taught by a mistress).
- (3) Primary mixed schools (boys and girls taught by a master or a mistress).
- (4) Infant schools (taught by a mistress).

SCHOOL-HOUSES.

43. The school premises shall be healthy, well ventilated, properly furnished and supplied with suitable offices, and shall contain sufficient accommodation for the children attending the school, which shall be at least eighty cubic feet of space, or eight superficial feet of floor space for each child in average attendance.

44. Every school shall be furnished with separate latrines for the use of the different sexes, placed as far apart as the premises will allow, and provided with good locks ; and these latrines and their surroundings shall be kept in a sanitary condition.

45. No part of any school-room shall be used as a residence either by the teacher of such school or by any other person whatever, except with the special permission of the Board.

SCHOOL FURNITURE, &c.

46. Every school-house should be provided with the following furniture, at least :—

- (1) A clock.
- (2) Desks to accommodate at least one-half the number of children ordinarily present, calculated at eighteen inches of length for each child.
- (3) A set of benches or a gallery for collective lessons.
- (4) A book press.
- (5) A master's desk.
- (6) An easel and black-board.
- (7) The following maps, at least : one of the World, one of the United Kingdom, and one of the West Indies.
- (8) A suitable supply of approved text-books on all the extra subjects taught.
- (9) A set of approved reading-books, sufficient for the ordinary requirements of the school in all standards.
- (10) A proper supply of chalk, slates, slate-pencils, pens, rulers and other stationery.
- (11) A proper supply of brooms or brushes, dusters, buckets and mugs for drinking purposes, and a mat and scraper for each door.

SCHOOL REGISTERS AND RECORDS.

47. In every school the following books, etc., shall be kept, according to forms, where necessary, approved by the Board :—

- (1) A copy of this Code of Regulations.
- (2) An admission register.
- (3) A register of attendance and payments.
- (4) A log book or diary.
- (5) A visitors' book.
- (6) A guard book or portfolio, to contain school records.
- (7) A register for entering an account of school supplies, etc., received.

48. These registers and records must at all times be open to inspection by the managers, and in the case of Government Schools by the visitors of the school ; by any member of the Education Board ; by the Inspector of Schools, or any other person authorised by the Board. They are to be retained and preserved as the property of the school and are in no wise to be considered as belonging to the teacher, but are to be handed over by him to the manager, in proper order, on his leaving the school.

ADMISSION REGISTER.

49. Immediately upon the admission to the school of a new pupil, the name of such pupil, the date of admission, the date of the pupil's birth, the name and residence of his parent or guardian, the name of the last school, if any, which he attended, the date of his leaving it, and, as far as can be ascertained, the standard he was in at the date of leaving, must be entered in the admission register. If the pupil's age cannot be ascertained positively, the teacher must enter it according to his judgment, formed upon the best information obtainable. Any subsequent correction of the entry of age must be initialled by the manager.

50. The parent or guardian who wishes to place a child in any school shall inform the teacher of his religious persuasion, and shall inform him if he desires the child to be exempted from religious instruction ; and the information thus given shall be at once entered in the admission register.

51. The standard in reading, writing and arithmetic in which the pupil is placed on admission, after sufficient testing as to proficiency, must be

entered within one week thereafter. This entry must be in accord with the standards of classification, and ordinary figures (1, 2, 3, etc.) are to be used.

52. Where an admission register has not been kept, or has been lost, one must be procured, and the above entries must be made with as much accuracy as possible with regard to the pupils already belonging to the school.

53. After the lapse of three months from the time when a pupil has ceased to attend, if he re-enters the school he must be considered as a new pupil; but the admission register should show that it is a case of re-admission, and also the cause of absence, and the name of any other school which the pupil may have attended in the meantime.

54. When a pupil leaves the school, that fact and the cause of it, together with the date of last attendance, are to be noted in the admission register.

REGISTER OF ATTENDANCE AND PAYMENTS.

55 and 56.

LOG BOOK.

57 and 58.

VISITORS' BOOK.

59.

REGISTER OF SUPPLIES.

60.

ADMISSION AND WITHDRAWAL OF PUPILS.

61. No new pupil shall be admitted into any school under the control of the Board unless his parent or guardian, or some other responsible person, shall give, to the best of his ability, the information required to be entered by the teacher in the admission register.

62. No child suffering from yaws, or other contagious disease, or living in a family where an infectious disease is known to exist, shall be allowed to attend any school under the control of the Board.

63. *No child between the ages of four and fifteen years (completed)

*The following words are added to Section 63 of the Code of Regulations for Primary Schools by the Board of Education on the 8th October, 1896 :—

" Provided, however, that in cases of the exclusion of children from attending Grant-in-Aid or Government Schools by a Local Authority acting under the Board of Health Bye-laws, or of the closing of any such school by such Authority, the payment of the grants from the Public Funds shall continue to be made as before ; and the school shall be entitled to the benefit of the attendances that may have been made by such children for purposes of the Result Grant, the Capitation Grant and the computing of the teaching staff, calculated (a) for excluded children, as if they were in daily attendance, and the school continue to be open ; (b) in case of the closing of a school, on the attendance calculated on the mean of the last five days on which it was open."

Made by the Board of Education this 7th day of June, 1898.

The further Regulation made by the Board of Education on the 6th June, 1900, and published on 2nd July, 1900, in addition to Section 63 of the Code of Regulations for Primary Schools made by the Board of Education on the 8th October, 1896, is hereby rescinded and the following substituted therefor :—

" Provided that in the case of the closing of any school with the consent of the Board of Education for purposes of the instruction of the teachers or

shall be refused admission into or expelled from any school on other than reasonable grounds. No refusal to admit and no expulsion shall take place without the consent of the manager. In every case of refusal to admit or of expulsion the parent or guardian of the child shall have a right of appeal to the Board.

64. Any child who has been a pupil in an Elementary School, whose parent or guardian desires to remove him, is entitled to demand of the teacher a certificate setting forth the period during which the child has been a pupil of the said school, and the standard in which he was examined at the last annual examination. This certificate must be given gratis on the application of the child's parent or guardian, or of another teacher, if the child be not in arrears; but, otherwise, it may be withheld until the arrears be settled.

65. The Board will not approve of arrear claims extending over a longer period than one month. No pupil shall be admitted into another school without the certificate provided for in Section No. 141, which must be shown to the Inspector at his first visit subsequent to the child's admission.

DISCIPLINE.

66. To meet the requirements respecting discipline, it shall be the duty of the teacher to take all reasonable care in the ordinary management of the school, to bring up the pupils in habits of punctuality, of good manners and language, of cleanliness and neatness (particular attention being paid to the ventilation and cleanliness of school-rooms), and also to impress upon the pupils the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.

67. In Mixed Schools the boys and girls shall play in their respective playgrounds. In such schools the female pupils shall be dismissed, at the 12 o'clock recess and in the afternoon breaking-up, at least five minutes before the boys are dismissed. Any master who allows female pupils to be in the school-house after school hours, unless a female teacher be present, shall be reported by the manager to the Board, and the Board shall impose a penalty on such master of one pound sterling.

68. Every teacher shall adopt such methods for maintaining discipline as would be exercised by a kind judicious parent in a family, and shall avoid corporal punishment in all cases where good order can be preserved by milder measures.

69. The Board, after due notice having been given to the manager, will not retain a school, Government or Grant-in-Aid, on the aided list so long as the teacher then in charge of it is retained in office, if they have reason to be dissatisfied with its general condition as reported by the Inspector, or in the event of immorality or grave impropriety of conduct on the part of the teacher coming to their knowledge, or in case of serious disproportion being reported to them, after the annual examination, between the amount earned by passes and that earned by the attendance of children.

70. For the maintenance of necessary discipline the principal teachers are authorised to inflict the following punishments, viz.: (1) To keep male scholars in after school time; (2) To set tasks to be learned; (3) To censure

pupils in any subject deemed by the Board to be necessary in the interests of Primary Education, or for any other purpose, compensation for loss of attendance shall be made to every school as follows:

"The number of attendances required under Section 90 of the Education Code shall be reduced in proportion to the possible number of attendances that were lost during the period or periods of such closure during the school year; the number of attendances at present demanded by the Board under the said section being calculated on a basis of 200 out of a possible 426."

before the rest of the school ; (4) To use the prescribed strap moderately ; (5) To expel in extreme cases, provided the consent of the manager of the school to such expulsion be obtained beforehand.

71. The instrument to be used in the infliction of corporal punishment for serious offences against the discipline of the school, or for other grave offence, must be a leather strap, not exceeding twenty inches in length, and not over one inch and a half in breadth, and a quarter of an inch in thickness.

ROUTINE.

72. All Primary Schools must be classified in accordance with the standards of Schedule F, and the proficiency of the pupils in reading, writing and arithmetic.

73. A time-table, to serve as a model for all Primary Schools, shall be approved by the Board ; but such model time-table may be adapted to meet local requirements by the manager, with the consent of the Board.

74. The class books shall be those sanctioned by the Board.

ATTENDANCE AND HOLIDAYS.

75. The average attendance of a school for the purposes of this Code shall be computed from the first day of the month in which the annual examination of the school by the Inspector is held ; and, in the case of applications for new schools, for the period of twelve months immediately preceding the application.

N.B.—The average number in attendance for any given period is found by adding together the attendances of all the scholars for that period, and dividing the sum by the number of times the school has been opened. The *quotient* is the *average number* in attendance.

76. No school, either Government or Grant-in-Aid, shall receive the assistance of the Board, whose average falls in any quarter below twenty-five, unless the Board under special circumstances see fit to determine otherwise.

77. The usual hours of school shall be three hours in the morning, and two in the afternoon, the time for opening and closing the schools each day being fixed by the manager. An attendance means an attendance of not less than one hour and a-half in the morning or afternoon : but the time-table may provide that infants and pupils of the first standard have recess during each school session of not more than twenty minutes, and the other pupils recess of not more than ten minutes.

78. The following holidays shall be allowed in all primary schools :—

Saturday in every week ;

At Christmas, three weeks, beginning on the Monday of the week in which Christmas Day falls ;

At Easter, two weeks, beginning on the Monday of the week in which Good Friday falls ;

At Whitsuntide, one week, being the week in which Whit Sunday falls ;

The Queen's Birthday ;

The Prince of Wales' Birthday ;

At Midsummer, three weeks, beginning on the Monday of the week in which the 1st of August falls, provided, however, that should the 1st of August fall on a Saturday, the vacation period commence from the following Monday. [1901.]

and any other days not exceeding four in the school year to be allowed by the manager, and entered in the log book.

79. No pressure shall be put on children to attend school on Friday afternoon if it appears that their parents require their services. The attendances on Fridays shall be registered just as the attendances on any other school day ; but, in the calculation of the average attendance for a week or

for any other period, may be included or excluded at the option of the teacher, according as it might be most in the interest of the school for him to do so. [1898.]

80. It shall not be lawful for any teacher to close his school at any other periods than those stated in this Code without the consent of the manager, who shall insert in the log-book the reason for such closing. Any infringement of this rule may, at the discretion of the Board, incur the withdrawal of the whole or a portion of the grant.

81. If at any time it be found necessary that the work of the school shall be continued in the absence of the principal teacher, his place must, if possible, be supplied by a person approved by the manager. It is not desirable that a pupil teacher should be left in charge of the school.

STANDARDS OF ATTAINMENT.

82. The standards of attainment in the subjects of instruction taught in any school necessary to qualify the school to earn a result grant are prescribed in Schedule F.

DATE OF ANNUAL EXAMINATION.

83. The month of the annual examination of each school for a result grant shall be fixed by the Board when the application to have the school placed on the list of Government or Grant-in-Aid Schools is entertained.

CONDITIONS OF ANNUAL EXAMINATION.

84. Every school shall be examined once in each year by the Inspector, at least three weeks' notice in writing being given to the manager that he may inform the teacher.

85. Every pupil who has made not less than 200 attendances during the school year must be presented for examination, and no pupil who has made the above number of attendances shall be withheld from examination except on sufficient cause shown by the teacher or manager.

86. The school year for each school will be in general the period from the first day of the month in which the annual examination has been held in one year to the last day of the month preceding that in which the examination is held in the following year.

87. No child on behalf of whom a grant has been paid in one standard shall be presented again for examination in the same standard. *Excepting that it shall not be obligatory that a child who is not more than eight years of age should be presented in any other than the infant or preliminary standards. [1897.]*

88. Scholars will be examined in the subjects prescribed in Schedule F.

89. The result grant payable shall be computed according to the scale laid down in Part II. of the Code.

90. No result grant will be allowed for any scholar who has made less than 200 attendances during the twelve months immediately preceding the examination in the school in which he is examined.

91. A scholar who fails to pass in two of the subjects, reading, writing and arithmetic, will be considered to have failed altogether and no result grant will be allowed for him.

INFANT SCHOOLS.

92. Grants will be paid for Infant Schools when instituted as a separate school or as a class in a room separated from a Primary School attended by children of over nine years of age.

93. An Infant School must be under a teacher of not less than eighteen years of age, approved by the Board, and must be held in a school-room properly constructed and furnished for the instruction of infants.

94. The scale of grants to Infant Schools is fixed by Part II. of the Code.

NEEDLE-WORK.

95. To any school in which it is desired to have plain needle-work taught, the Board will allow a grant, together with such result fees as may be earned, for the salary of a duly qualified sewing mistress, on the following conditions :

- (1) That at least fifteen girls are in average attendance in the needle-work department.
- (2) That not less than one hour each day during afternoon school be devoted to the instruction of the girls in plain needle-work.
- (3) That every sewing mistress, before being employed, produce a satisfactory certificate of good conduct and proficiency in needle-work, and satisfy the Inspector of her competency to teach the same.
- (4) That the sewing mistress be not permitted to teach more than two schools.
- (5) That a register of girls attending the needle-work department be regularly kept by the sewing mistress.

96. Parents shall be invited to send articles of wearing apparel to the school to be made, mended, patched or darned ; on condition, however, that every article so sent must be scrupulously clean and be labelled with the owner's name : but such work must not interfere with the systematic instruction in plain needle-work.

97. All girls must be taught to fix their own work ; and girls above the age of thirteen, or who have passed the fourth standard, shall be taught to cut out and make articles of underclothing.

98. The needle-work shall be examined at least once in every year by a lady whom the Inspector of Schools shall appoint with the approval of the manager. The examination in this subject need not be on the same day as the examination in other subjects, nor in the school-room of any particular school. The Inspector of Schools may, in his discretion, gather the whole of the girls of two or more schools in any district in some convenient centre, and conduct the examination in needle-work there in accordance with Schedule G.

99. Specimens of all the required stitches in all standards shall be worked in the presence of the Inspector, and the names of the girls and schools shall be attached to the specimens, so that they may be taken away for examination if necessary. The standards in needle-work need not be the same as for other subjects, but every girl must under ordinary circumstances be advanced a standard each year, or satisfactory reasons must be given if this is not the case.

100. Subject to the general authority of the head teacher, sewing mistresses shall be responsible for the discipline of their department during such time as instruction in needle-work is being given, and they are particularly advised to instruct the pupils according to the schedule of work prescribed for the respective standards.

101. The scale of payments to sewing mistresses is fixed by Part II. of the Code.

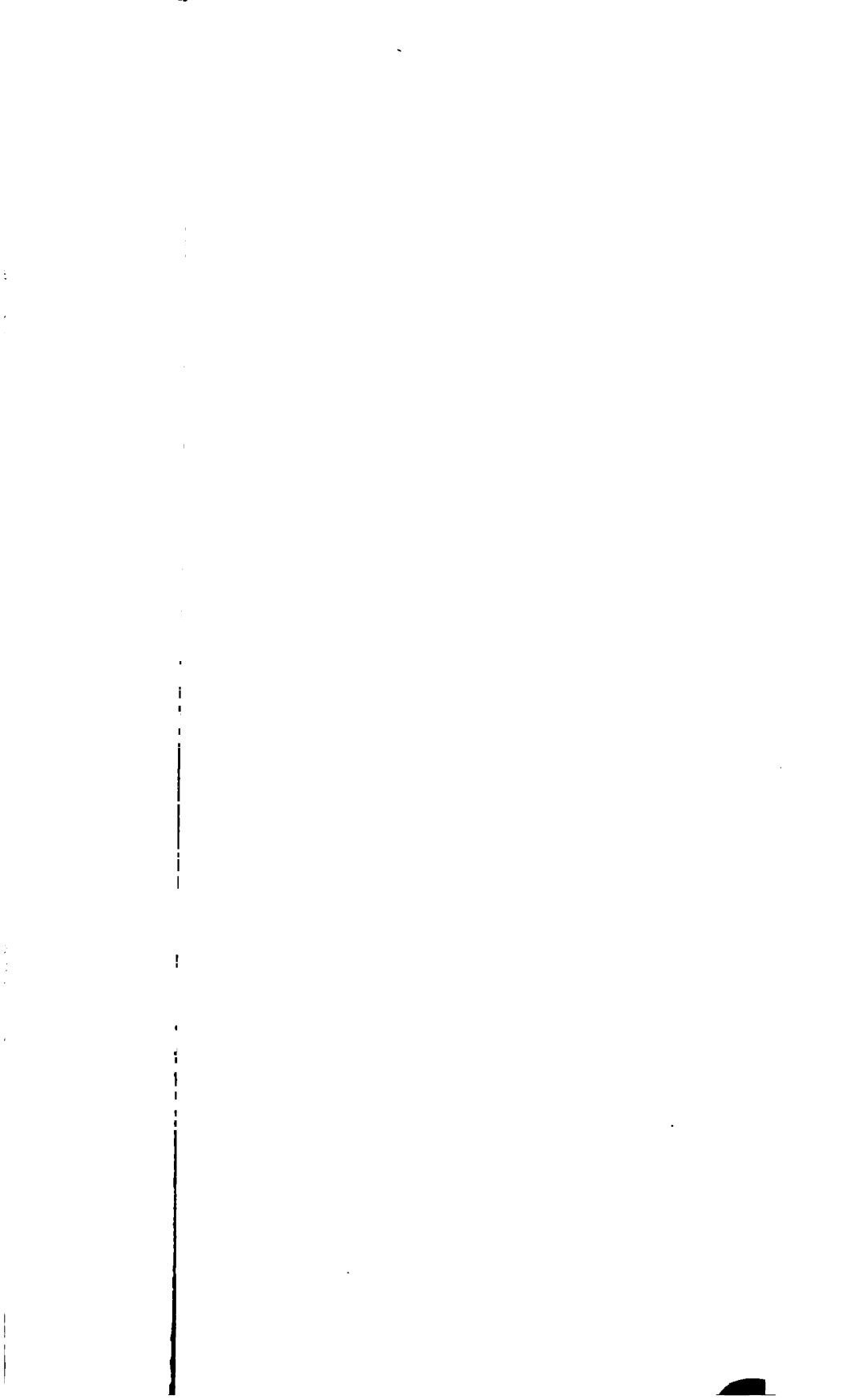
RELIGIOUS INSTRUCTION.

102. Religious instruction may be given in a Primary School under such conditions as are laid down in the Education Ordinance, and at such hours as are fixed in the time-table of such school.

103. No religious instruction may be carried on in the school at the same time as secular instruction, unless there be a separate room available for that purpose.

104. No child shall be present at any religious instruction of which his parent or guardian disapproves.

105. Public notice of the time for the daily religious instruction shall be hung up in a conspicuous part of the school-room.



PRIMARY SCHOOLS

Arithmetic.	Object Lessons.
Count to 10. To count to 100. to 3 times 12.	A stage or division of any handbook of object lessons of kindergarten system approved by the Board. Do. do. do

Optional Subjects.

Object Lessons and Science.	Geography.	History.
A stage or division of any handbook of object lessons approved by the Board.	—	—
Ditto.	—	—
Ditto.	—	—

DUTIES OF THE INSPECTOR.

106. The Inspector shall carefully examine all monthly and other returns received by him, and shall call the attention of the Board, by communications addressed to the secretary, to any subject which may seem to him to require immediate notice or action.

107. The Inspector shall examine every school at least once a year, in accordance with the Code, and shall from time to time pay surprise visits.

108. At every visit the Inspector shall call for and examine the registers and records, and note in his annual report whether they appear to have been kept properly. He shall make an entry in the visitors' book of such particulars as require the attention of the manager or the teacher.

109. The Inspector will give managers due notice of the annual examination of their schools, in accordance with paragraph 84 of this part of the Code, and will as soon as possible inform the manager of the result of the examination.

110. (1) At the annual examination of Primary Schools, the Inspector shall examine the candidates in the standards in which they are presented. To secure a pass in the obligatory subjects the reading must be intelligible, the meanings of the words and expressions used must be known, the writing must be neat and legible, the spelling of common words written from dictation must be accurate, and in arithmetic the sums worked must be right in method and at least two of them free from error.

(2) Any manager who may consider himself to have cause of complaint touching the manner in which the annual examination of his school has been conducted shall have a right of appeal to the Governor in Council.

111. The Inspector shall present to the Board an annual report, showing the results of his examination for the year, and calling attention to such subjects and details as may seem worthy of notice, and which would tend to the advancement of education in the Colony generally.

112. He shall furnish the Board with a statement showing the expenditure for the current year, and the estimated expenditure for the ensuing year, so as to enable the Board to prepare their annual estimates.

113. He shall carefully note every infringement of these rules, and, if need be, report the same to the Board.

DUTIES OF THE SECRETARY.

114. The secretary shall attend all meetings of the Board, faithfully keep its minutes in a book provided for that purpose, and conduct the correspondence of the Board.

115. At all meetings of the Board, the minute and letter books shall be placed on the table for inspection or reference.

MISCELLANEOUS.

116. Copies of the Code shall be furnished to each manager, one of which shall be kept as a school record at each of the schools under his management.

117. Before any Regulation of the Code is rescinded or amended, notice of motion to rescind or amend the same shall be given at any meeting of the Board for consideration at the next meeting.

118. Subject to the following provisos, these Regulations shall come into force as soon as legalised by the Legislative Council:—

(1) Every school now on the list of Government and Grant-in-Aid Schools shall at the next annual examination be examined in the standards of attainment laid down in the Bye-laws of the Board of Education passed in the year 1888.

(2) All teachers, sewing mistresses and monitors appointed under the Bye-laws of 1888 shall continue to hold their appointments under the conditions attached to them up to the last day of the month in which the next annual examination of their schools is held.

[Schedules A, B, D (various forms) omitted. Schedule C (subjects of examination in school management for teachers) omitted.]

SCHEDULE G.

STANDARDS OF INSTRUCTION IN PLAIN NEEDLEWORK.

FIRST STANDARD.—(Ages 5 to 7): Position drill, hemming on stripes, beginning with black thread, rising to red, and going on to blue.

SECOND STANDARD.—(Ages 7 to 9): Hemming, seaming, felling, and fixing. Pleating, fixing. Any garment which can be completed with the above stitches—*e.g.*, a child's pinafore.

THIRD STANDARD.—(Ages 9 to 11): Stitching and sewing on strings will be required in addition to the subjects of the last standard. A pillow case, or pinafore with a second string at back.

FOURTH STANDARD.—(Ages 11 to 13): The work of previous stages with greater skill. The various stitches to be taught in this stage comprise all that is required in a plain day or night shirt, including the following: marking, gathering, stroking, setting in gathers, buttonholing, and darning, patching, herring-boning.

FIFTH STANDARD.—The work of previous stages, with greater skill: running tucks, whipping and sewing on frills. Any garment which can be finished by the above stitches, *e.g.*, a night dress, shirt, or frock. Herring-boning, darning, patching, and cutting out.

SIXTH STANDARD.—The work of previous stages on finer material and with greater skill. Knotting, feather-stitch, herring-boning, darning and patching.

This standard should be generally composed of girls who have had seven or eight years' systematic and graduated teaching, and who are therefore able to devote a large portion of their time to cutting-out (first from paper patterns, then from recipes in figures, and lastly to scale) any article of wearing apparel likely to be required in a family.

1. Garments must be worked in each stage, but not necessarily those specified, which are merely named as examples.

2. Girls should be taught to fix their own work.

3. The classes and standards for needlework need not be the same as for literary instruction. For instance, a girl of eight years old, although presented in needlework in the second standard, might be presented only in the first standard for literary examination.

SCHEDULE H.

ANNUAL EXAMINATION SCHEDULE FOR SEWING.

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PART II.

FINANCIAL REGULATIONS.

MANAGERS.

119. The managers shall be responsible for the payment of the teachers' salaries and all other expenses of the schools.

120. Within six weeks after the annual examination of each school the Inspector will transmit to the manager a statement in [the prescribed] Form showing the amount of the capitation grant,* the fixed emoluments due to the teachers under the provisions of the Code, and the amount earned by the school as a result grant.

121. The capitation grant shall be paid to the manager on his application to the Inspector on [the prescribed] Form as a reimbursement in aid of expenditure for the supply of school furniture, materials and apparatus, duly certified by vouchers.

* See above Appendix B. Education Ordinance, 1895, Sec. 28.

122. The total amount of the grant to each school, apart from the capitation grant, as shown in the Inspector's statement, shall be the amount of the Government grant to the school for the school year commencing with the month in which the annual examination is held, and shall be payable by equal monthly instalments conditionally on the maintenance of the school.

123. The distribution of the result grant among the teachers of the school will be determined by the manager, who will inform the Inspector on [the prescribed] Form of the distribution to be made. On the receipt of [the prescribed] Form showing the distribution to be made, the Inspector shall prepare pay sheets for the first month of the school year following the annual examination, duly certified by him, to be forwarded to the treasurer for payment to the teachers of the amounts due.

124. The pay-sheets for the remaining months of the school year following the annual examination shall be for the same amounts as for the first month, subject, however, to any alterations that may be found necessary owing to such circumstances as change of class of certificate, new appointments in the teaching staff, or any other change certified by the manager on the monthly return.

125. All payments on account of these claims shall be payable to the teachers at the Treasury and the District Revenue Offices on the certificate of the manager on the pay-sheet on the fifteenth day of the month following that in respect of which they are due.

TEACHERS.

126. Holders of certificates shall, while employed as head teachers in Government or Grant-in-Aid Schools, receive fixed salaries at the following rates :—

Holders of first class certificates	-	-	-	£40 per annum.
Holders of second class certificates	-	-	-	30 " "
Holders of third class certificates	-	-	-	20 " "

ASSISTANT TEACHERS.

127. Certificated assistant teachers shall receive, while so employed, fixed salaries at the rate of £25 a year if holding second class certificates, and at the rate of £20 a year if holding third class certificates.

PROVISIONAL CERTIFICATES.

128. Teachers holding provisional certificates shall be paid at the same rate as teachers holding third class certificates.

PUPIL TEACHERS.

129. Pupil teachers shall receive payment at the following rates :—

During first year of service	12/-	a month.
" second year of service	16/-	"
" third year of service	20/-	"

SEWING MISTRESSES.

130. Sewing mistresses not being mistresses of infant schools shall receive payment at the rate of £12 a year, together with a grant of two shillings for each girl who passes the annual examination in needlework.

131. A pupil teacher of the third year may be appointed sewing mistress, and shall receive as payment the amount of her stipend as pupil teacher, together with a pass of two shillings for each girl who passes the annual examination in needlework.

INFANT SCHOOLS.

132. Uncertificated mistresses of infant schools shall receive salaries at the rate of £15 a year, together with a grant of six shillings for each child who has made 200 attendances and is present at the annual examination,

and a further grant of two shillings for each girl who passes an examination in needlework.

133. Mistresses of infant schools may be employed to teach sewing in any school not being an infant school, and shall receive a grant of two shillings for each girl who passes the annual examination in needlework at any such school.

134. Certificated mistresses of infant schools shall receive a salary according to the class of their certificate in lieu of the above fixed salary of £15.

RESULT GRANTS.

135. The scale of result grants to be paid to the managers of schools for each child passing a satisfactory examination in the standards set forth in Schedule F. to Part I. of this Code, is set forth in Form No. 5, below.

MONTHLY RETURNS.

136. The manager of every school shall forward at the end of each month to the Inspector a return in accordance with [the prescribed] Form and also a return in accordance with [the prescribed] Form signed by him.

137. All returns must reach the Inspector not later than the fourth day of every month, and no claims will be forwarded to the treasurer for payment until such returns have been received.

138. In order to secure uniformity in making out the monthly returns, the returns must be made out correct to one place of decimals.

SCHOOL FEES.

139. Every child in attendance at an Elementary School shall pay a school fee of not less than one penny, and not more than threepence, a week.

140. Fees shall be paid in advance; and, if the fees for any child or children in one family shall remain unpaid for a period of one month, such child or children shall be refused admission to the school until the arrears are paid up: Provided that, if the manager considers that in any particular case the fee should be remitted or reduced on account of the circumstances of the parent, he may admit the child accordingly. A note of every such case shall be made in the admission register.

141. It shall be the duty of every teacher, in the case of a pupil leaving his school, to ascertain whether the pupil has migrated to another school; and every teacher shall, in the case of a pupil migrating to another school, communicate with the teacher of such school according to [the prescribed] Form On the receipt of this communication the teacher to whom it is addressed shall reply immediately in accordance with one of the alternative prescribed Forms

142. All school fees shall be at the disposal of the manager for distribution among the teachers as he may see fit.

SUPPLEMENTAL.

143. Subject to the following provisos, these Regulations shall come into force as soon as legalised by the Legislative Council:—

- (1) All teachers, sewing mistresses, and monitors appointed under the Bye-laws of 1888 shall continue to hold their appointments under the conditions attached to them up to the last day of the month in which the next annual examination of their school is held.
- (2) For the school year immediately succeeding the next annual examination of the schools the amount of the result grant to be distributed in monthly instalments will be the amount earned as a result grant at the annual examination.

[Forms 1-4, and 6-9 omitted.]

FORM No. 5.

Scale of result grants to be paid to the Managers of Schools for each child passing a satisfactory examination in the Standards set forth in Schedule F. to Part I. of this Code.

Classification of School.	Standard.	OBLIGATORY SUBJECTS.			OPTIONAL SUBJECTS.			Possible total grant per head in each Standard.	
		Reading.	Writing.	Arithmetic.	Grammar.	Object Lessons or Science.*	Geography.		History.
Infant School.	A and B.	A grant of six shillings (6/-) for each pupil who, having made 200 attendances during the school year, is present at the Annual Examination.							6/-
Primary School.	Preliminary.		do.	do.	do.	do.	do.	do.	6/-
	I.	2/-	2/-	2/-	—	2/-	—	—	8/-
	II.	2/-	2/-	2/-	—	2/-	—	—	8/-
	III.	3/-	3/-	3/-	—	3/-	—	—	12/-
	IV.	3/-	3/-	3/-	3/-	3/-	3/-	3/-	21/-
	V.	3/-	3/-	3/-	3/-	3/-	3/-	3/-	21/-
	VI.	3/-	3/-	3/-	3/-	3/-	3/-	3/-	21/-
	VII.	3/-	3/-	Arith. 3/- Bk. Keeping 3/-	3/-	3/-	3/-	3/-	24/-

*NOTE.—For Sewing, a grant at the rate of Two shillings (2/-) for each pass is allowed. See also Schedule G.

*Grants need not be computed according to the proficiency shown by each child examined (viva voce). (Rule made by the Board of Education, 1902.)



THE SYSTEM OF EDUCATION IN SAINT LUCIA.

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THE SYSTEM OF EDUCATION IN SAINT LUCIA.*

I. HISTORICAL SKETCH.

St. Lucia, after having repeatedly changed hands during the wars between England and France in the seventeenth and eighteenth centuries, finally became a British Colony in 1803, and was definitely ceded to Great Britain by the Treaty of Paris, 1814.

In 1810 the population was 17,485, of whom only 1,210 were whites. At that time the people were almost exclusively Roman Catholics, and the Roman Catholics still constitute over 82 per cent. of the population, which at the present time (1902) is close on 50,000. The official language was French, and a French *patois* continues even down to the present time to be the common language of the people.

It does not appear that under the French Government any public schools were maintained, and up to the year 1828 the only schools available seem to have been private venture schools, in which French alone was taught. In July, 1828, the first public English school was opened from funds placed at the disposal of Bishop Coleridge, of the Barbados and Windward Islands' Diocese. The "Bishop's School," as it was called, was discontinued in 1829 for want of funds. In 1834 there were, according to the "Tabular Statistics for the Diocese of Barbados and the Windward Islands," three schools in operation in St. Lucia. According to the St. Lucia Gazette of the 11th February, 1835, it was intimated that the "Colonial School" in the town of Castries would have to be given up for want of support. In 1836 there were four schools, one of which was an estate school. The number of children did not exceed 100, of whom forty attended school in Castries.

In 1838 interest in the subject of Education appears to have been aroused. A meeting of the principal (Roman Catholic) inhabitants was held in the Court House, under the presidency of Dr. Smith, Roman Catholic Bishop of Agna, Vicar-Apostolic for the West Indies. Among the resolutions was one which stated that it was desirable that one free school should be established in each parish, to be conducted on the plan of the National System of Education, Ireland. This admirable resolution was, however, not carried into effect until many years after.

In the same year the Mico Charity undertook to provide for the educational requirements of the Colony, and their schools continued to exist down to the end of June, 1891. The Mico Charity was founded by Lady Mico, wife of Sir Samuel Mico, in 1670, for the redemption of Christian slaves in Barbary. On the necessity ceasing for such a Charity, the High Court of Chancery ordered its appropriation for the establishment of Infant and

* Annual Report on the Primary Schools, St. Lucia, 1901, can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

Juvenile Schools in British Colonies, and to forward the moral, intellectual, and religious education of the black population.

Mico Schools
established.

The first Mico School was established in St. Lucia, 11th June, 1838. It was open to infants from two and a-half to eight years of age, who were taught in the mornings, and to juveniles from nine to thirteen years of age, who were taught in the afternoons. The school fees were 3d. per week, but any child was admitted free, if his inability to pay was certified by some respectable person. In 1839 nine Mico Schools were in existence, taught by teachers from the Glasgow Normal Seminary, and two Infant Schools. The total attendance of children was 500.

First Govern-
ment Grant
1845.

Up to the year 1847 the Mico and Infant Schools were practically the only public schools, the number of children in attendance averaging about 500. In 1845 a grant was made by the Government of £450 towards the support of these Schools, which was raised to £500 in the following year.

Inspection
suggested
1847.

In 1847 despatches from the Secretary of State and the Governor were published for the purpose of allaying all suspicion that attempts at proselytism would be countenanced by the Government, and approving of the establishment of an effective inspection, under the executive, of all schools accepting aid from the Government. At this time there appears to have been no Roman Catholic School whatever, and the establishment of an inspectorate was not effected for more than forty years after.

Ordinance of
1848.

In 1848 the first legislative enactment concerning education was made by the passing of an Ordinance "for the promotion of Education and Agricultural Science." By this Ordinance a Board of Education and Agriculture was constituted, consisting of the Lieutenant-Governor, the Chief Justice, three members of the Legislative Council, and four members nominated by the Lieutenant-Governor. The Board was empowered to render pecuniary assistance to schools already established, and to establish other schools and appoint masters. It was not lawful to assist schools in which English was not taught, or in which instruction was not conveyed chiefly in that language. For the purposes of this Ordinance it was enacted that a tax of four shillings should be levied on houses with less than three acres of land attached in towns and villages, plus one shilling for each additional acre not exceeding nine, a tax of one shilling per acre on lands not attached to houses in towns and villages, an export duty on charcoal, logwood, fuelwood, hides, coffee, and cocoa, and hawkers' and boat licences.

Amendments
to Ordinance,
1849 and 1850.

Various amendments to this Ordinance were passed in 1849 and 1850. During these years, in addition to the Mico and Infant Schools already existing, a free public school and a boarding school in connection with the Convent in Castries, and many private schools were opened. In 1850 the Mico and Infant Schools had 531 children on the rolls, and the other schools returned their numbers at 258. In this year the Society of Friends in England made a grant of £100 to the two Infant Schools taught on the Stowe Training System, but it does not appear that the grant was continued.

Number of
Schools in
1850.

In 1851 the former Ordinance was repealed and another Ordinance passed "to raise funds for promoting the Education of the Inhabitants of the Colony, and for providing their means of intercourse by the construction of Roads and Bridges." This Ordinance provided for the levying from each house in the Colony of the sum of six shillings and sixpence, of which four shillings were to go to form an "Education Fund," and two shillings and sixpence to form a "Roads and Bridges Fund." Rates and duties were levied on sugar, rum, and molasses for the Roads and Bridges Fund, and on charcoal, logwood, firewood, hides, coffee, and cocoa for the Education Fund, which was also augmented by fees for hawker's licences and boat licences. By an Ordinance passed at the same time a Board of Education, with powers similar to those conferred by the Ordinance of 1848, was constituted. Under this Ordinance the Government opened their first schools in 1852. In 1855 there were four schools wholly supported by the Government, eight Mico Schools aided to the extent of £550, two Infant Schools receiving £146, and the Convent Free School receiving £75 from the Government. The number of children on the books was 943.

Ordinance of 1851.

First Government Schools opened, 1852. Number of Schools in 1855.

Towards the end of 1857 there was established a Government Normal School for the purpose of educating a sufficient number of teachers to supply a school in each parish in the Island. A headmaster, recommended by the Commissioners of the Board of National Education, Ireland, was obtained at a salary of £300 a year, with allowances. Difficulties soon arose in the working of the Institution, and the school was closed in 1859. From that time there has been no Normal School in St. Lucia, and the supply of teachers has been maintained chiefly from the Mico Institution, Antigua.

Government Normal School established.

Closing of School, 1859.

The 1851 Ordinance was repealed in 1859, and replaced by an Ordinance of that year which remained in force up to 1889. By this Ordinance the Board of Education consisted of the Governor and eight other commissioners appointed by the Governor, four of whom should be Protestants, and constitute with the Governor the "Protestant Committee," and four Roman Catholics, constituting with the Governor the "Catholic Committee." Except for the apportionment of the Education Funds these Committees sat apart. The appropriation of the funds allotted for the education of the Protestant inhabitants of the Colony devolved exclusively on the Protestant Committee of the Board, and in like manner the appropriation of the funds allotted for the education of the Roman Catholic inhabitants of the Colony devolved exclusively on the Roman Catholic Committee of the Board. It was not lawful to afford assistance to any school in which the English language was not effectually taught, and in which the general instruction was not conveyed in the English language, nor to any school the Managers of which did not charge school fees at the rate of not less than one penny per week nor exceeding three-

Ordinance of 1859.

"Protestant" and "Catholic" Committees.

pence per week. It may be noted, *en passant*, that the last condition was not stringently enforced.

Government
Schools taken
over by Mico
Institution.

The Government Schools were now either closed or handed over to the Mico Institution, which also took charge of the Infant Schools, and to the Trustees of this Charity the Protestant Committee handed over every year the whole of the funds allotted to it. The Roman Catholics began also to increase the number of their schools. The following table will indicate the growth of the schools under the Ordinance of 1859 :—

Growth of
Schools, 1859–
1889.

Year.	MICO SCHOOLS.			R. C. SCHOOLS.			TOTAL.			Govt. Grant.
	Number.	Number on Rolls.	Average Attendance.	Number.	Number on Rolls.	Average Attendance.	Number.	Number on Rolls.	Average Attendance.	
1859	10	930	—	2	206	—	12	1,136	—	£ 825
1869	11	1,323	718	7	935	549	18	2,258	1,267	1,038
1879	7	896	550	8	1,341	820	15	1,716	1,370	1,150
1889	11	1,489	748	13	1,779	1,047	27*	3,416	1,865	1,428
	Non-Catholic Schools.									
1899†	8	950	537	34	4,785	2,651	42	5,735	2,923	3,079
1900†	7	922	526	35	5,443	2,907	42	6,365	3,433	3,138

Grants for
Education.

Up to the year 1875 the Education Funds were made up of a grant of from £500 to £580 from the General Revenue, in addition to the amounts received from export duty and licences, the total averaging about £1,200 a year. After 1875 the whole of the Education Grant became a charge on the General Revenue. The usual procedure of the Board of Education was to divide the amount equally between the two Committees.

Result of
System under
Ordinance of
1859.

The general result of the system under the Ordinance of 1859 is summed up in the words of the Report of the Royal Commission, 1883. "Education is under the control of a board consisting of eight members nominated by the Governor. The Board determines how the grant shall be divided amongst the various schools; but beyond this there cannot be said to be much system or much effort to secure efficiency in the education of this Island."

First Examination of
Schools receiving Gov-
ernment Aid,
1887.

The first general examination of all the schools receiving Government aid was held in June, 1887, by the Assistant-Inspector of

* Including three Indian Mission Schools.

† Exhibited for comparison.

Schools, Barbados. In the following year the schools were examined by the Inspector of Schools, St. Vincent, and in 1889 by the Inspector of Schools, Grenada. Following the reports of these gentlemen, a feeling arose that a change in the system was necessary. His Excellency the Governor-in-Chief, Sir Walter Sendall, in his speech in the Legislative Council, February, 1889, said: "The subject of Education is one which the Council must be fully aware is in urgent need of attention. Expenditure under this head has for some time past been far below, even by a most moderate estimate, the requirements of the Colony. But before that expenditure can be brought up to a level more nearly corresponding with our needs, considerable modification in the existing system will have to be introduced. My present opinion is that the best and simplest course will be to commence the establishment of Government schools proper and to continue the support of Government to existing denominational schools on some system of payment by results."

In September, 1889, the 1859 Ordinance was repealed and replaced by the "Education Ordinance, 1889." Under this Ordinance considerable progress has taken place as is indicated by the statistical tables. (See Appendix D.)

"Education Ordinance 1889."

In 1889 there was also passed the "Elementary Instruction Ordinance," which provides for compulsory education. Therein it is laid down that it is the duty of the parent of every child to cause such child to receive elementary instruction, and it provides orders and penalties for such as fail to perform this duty. It has, however, been found impossible to carry out the provisions of this Ordinance in its present form, though an attempt was made to do so in 1898.

"Elementary Instruction Ordinance, 1889."

Under the 1889 Ordinance and up to the year 1900 the system in force was one, partly of payments (ranging from £30 to £50 each) to head teachers on account of the certificates of competency held by them, partly of grants to pupil-teachers and assistants, and partly of payments as capitation and result grants.

During the year 1900 a committee, composed of three Managers of Schools and three officials, was appointed by the Government to consider a new Code of Rules submitted to it. This new Code, as amended by the committee and approved by the Governor in Council, has made a considerable change in the system. The general provisions of the new Code came into operation on the 1st October, 1901, and the financial provisions will have effect from the 1st April, 1902. (See Appendix C.)

New Code of Rules, 1901.

II. PRESENT STATE OF EDUCATION.

A. PRIMARY EDUCATION.

The Schools of Primary Instruction are governed under the provisions of the Education Ordinance, 1889, and the New Code of Regulations, 1901, which superseded the Regulations for the Government of Primary Schools, 1890. (See Appendices A and C.)

Government Schools and Assisted Schools.

Schools may be of two kinds:—Government Schools and Assisted Schools. In 1891, on the withdrawal of the Mico Charity from Schools.

St. Lucia, where they were maintaining seven excellent schools, the charge of five of these devolved upon the Government. Subsequently the Government handed over two to the Roman Catholics, and three remained Government Schools. Another Government school was opened in that year, making in all four schools for which the Government was wholly responsible. In 1895 there were six Government Schools. One of these was closed in 1896, and two others in 1897, as being unnecessary. In November, 1898, the three remaining schools were handed over to the Roman Catholics. At the present time, therefore, all the schools are Assisted Schools, and it is unlikely that any more Government Schools will be opened in the near future.

Present
Schools all
Assisted
Schools.

Central
Authority.

By the Ordinance of 1889, the Board of Education with its two Committees was abolished, and the Governor-in-Council became the Central Authority. Under the Executive the Inspector of Schools administers the system. "The control of all assisted schools rests with the Governor-in-Council, subject to whom the Inspector of Schools has the general supervision of all such schools."

Local
Managers.

The Managers of the schools, with the exception of the Indian Mission School, are the clergy. Most of the Roman Catholic clergy are French, reading and writing just sufficient English to satisfy the requirements that "no person may be the manager of a school who cannot read and write English." The Manager of the Roman Catholic Schools in town, however, who acts as Diocesan Inspector of Schools, acts also as a Manager-General, and is usually the mouthpiece of the body of Roman Catholic Managers with the Government and Inspector. Managers are responsible for the maintenance and repair of the schools, and for the provision of all needful furniture and apparatus. They are required to visit the schools and examine the registers at least twice a month on an average, and at one of these visits to call the registers themselves. For these purposes, however, they may appoint deputies. Generally Managers in St. Lucia occupy the same position with regard to their schools as the Managers of Voluntary Schools under the English Day School Code.*

Classification of Schools, The Schools in operation during 1901 may be classified as follows :—

—	MIXED.	SEPARATE.		TOTAL.
		Boys.	Girls.	
Combined - - - -	18	6	4	28
Juveniles - - - -	2	2	4	8
Infants - - - -	2	2	4	8
Total - -	22	10	12	44

* This report was written before the duties of Managers were modified by the provisions of the Act of 1902.

"Mixed" Schools are those attended by both boys and girls and "Separate" Schools those attended by children of the same sex. "Combined" Schools are those which provide for both Juveniles (children in Standards II. and upwards), and Infants (including children in Standard I.).

The 22 Separate Schools are all Roman Catholic. Of the Mixed Schools, 14 Combined Schools are Roman Catholic, 2 Anglican, and 2 East Indian Mission*; and one each of the Juvenile and Infant Schools belong to the Anglicans and Wesleyans. Altogether there are 36 Catholic Schools, 4 Anglican, 2 Wesleyan, and 1 East Indian Mission.

School buildings are erected at the cost of the denominations which have charge of them. In no case must there be less than 80 cubic feet of internal space or 8 square feet of internal floor area for each unit of average attendance. Open galleries which can be used as class rooms may be counted in estimating the accommodation. There is, or will shortly be, accommodation for fully 5,000 children.

During the year 1901 the number of children on the rolls was 6,833 in 44 schools then receiving Government Aid, and the average attendance was 3,557. In 1900 returns were obtained from two unassisted schools, showing 157 children on the rolls with an average attendance of 63. On the last day of June in that year there were 6,755 children on the rolls, of whom 3,483 were boys and 3,272 girls. About 67 per cent. of the children were in the Infant Classes, 22 per cent. in Standards I., II., and III., and 10 per cent. in the higher classes. Nearly 73 per cent. were children of the legal school age, 7 per cent. over fourteen years of age, and nearly 20 per cent. under six years of age. The percentage of children attending school to the whole population was 12·8. Further analysis of the tables of statistics will be found in Appendices D and E below.†

The subjects of instruction include (a) Religious and Moral Instruction, under the direction of the Managers, and (b) Secular Instruction. The following subjects are included under Secular Instruction :—

Obligatory Subjects :—

Reading, with Recitation, Writing, and Arithmetic, following very closely the Standards of the English Code.

* One of the East Indian Mission Schools was closed during the year, leaving 43 schools in operation at the end of the year, though there were 44 in operation during the year.

† "The number of assisted primary schools in 1902 was 42. . . . the number of names on the rolls of these schools was 6,665, . . . and the average attendance was 3,714. . . . The decrease of 168 in the number of names on the rolls is probably due to the more rigid observance of Article 36 of the Code, as formerly names of children were kept on the rolls long after they had ceased to attend the school. Article 36 provides that the names of children shall be removed from the rolls after they have ceased to attend for a certain period." [Colonial Reports—Annual. No. 411. St. Lucia—Report for 1902. Cd. 1768—16.]

Obligatory Subjects (*continued*):—

English.

Needlework for girls, and Drawing for boys in classes for older scholars.

Object Lessons for infants, and for Standards I., II., and III.

Elementary Science, having special reference to Agriculture, to be taught by means of object lessons, practical illustrations, and simple experiments; or Domestic Economy (for girls).

Optional Subjects:—

(a) To be taken by classes throughout the school: Needlework or Drawing for Infants.

(b) To be taken by individual children generally in the upper classes of schools, including Practical Agriculture, Cookery, Laundry or Dairy Work, English Grammar, Geography, History, and Book-keeping, or any other subject sanctioned by the Governor in Council.

**Practical
Agriculture.**

Special encouragement has been given to the teaching of Practical Agriculture. A relatively large number of marks will be awarded on account of each child of not less than eleven years old who receives instruction in this subject.

**School
Gardens.**

The following account of an experiment at Forestière East Indian Mission School is taken from the Annual Report on the Primary Schools. St. Lucia, 1901:—

“A school garden was commenced at Forestière East Indian Mission School, which promises to be a very good one. From a report drawn up by the teacher, Mr. Neehal, a few extracts are given to show, how with a little good will, it is easily possible to start the practical study of agriculture in schools:—‘Through the Manager’s . . . kind aid in paying for all such work as the children could not do, the site selected for the garden was soon cleared. Men were put to brush and cut down trees, and a proper shed was erected in a corner for the purpose of raising nurseries and preparing soil, etc. While the garden was still in preparation, I began giving indoor lessons on seeds and seedlings, which were raised in small boxes. Lessons were also given on germination, preparation of seed boxes, etc. The necessity of moisture, warmth and air in germination was demonstrated.

“‘Finding it difficult to get the children to understand theoretical lessons, I resorted to practical work as soon as the garden plot was ready. I had one hundred feet square of land enclosed by a proper fence and a row of peas and plantain-plants planted round near the fence. The latter were chiefly got by begging them from the gardeners about.

“‘The whole of the garden is divided into beds, with a main path (four feet wide) in the middle, on which we are now putting stones, gathered by the girls and broken by the boys.

“‘We have already growing a bed of roses for the purpose of teaching grafting and budding later on, a bed of cocoas, with red beans in between, a bed of cabbages, another of sugar canes, a few banks of potatoes, and a bed of pineapples, not yet three months planted, and a few already bearing.

“‘We had a box of cocoa nursery put in some time ago and lately I had the children to transplant them. At the same time I gave a lesson on it. A bed is reserved for experiments in manure, which is divided into three parts. I have already had cabbage and large tomato seedlings given away to the bigger boys who were very glad to get them.

"With one or two exceptions the boys take great interest in the lessons, though the current language greatly militates against a proper understanding of the lessons given in English."

"From what I have seen on my visits to this school, one of which was paid together with the Travelling Superintendent of the Department of Agriculture and the Agricultural Instructor, I can fully endorse the above report, and I hope by the end of the present year (1902) there will be at least a dozen school gardens in the island which will resemble the one so well started at Forestière."

The subject "English" is intended to systematise the teaching of colloquial English in the school, and to counteract the *patois* so universally spoken in the homes of the common people. Under the old Regulations teachers were instructed to make it their duty to endeavour to eliminate the use of *patois*, and not to employ the *patois* themselves except when it was absolutely necessary. But outside of the elementary subjects and a very little Grammar and Geography, there was no direct effort made to teach "English" as such, and it was not a subject for which payment could be made. In the Report on Primary Schools for 1898 the following passage occurs: "It is possible for a child to learn to write fairly, and, by an effort of memory, to read mechanically, to spell correctly, and to work rule-of-thumb examples in arithmetic, in a language of which he has very little knowledge. Although such wooden methods are discouraged as much as possible, . . . the work in many schools is directed to little more than this, and the annual examination (as far as teachers and children are concerned) becomes mere routine work." In February of the year 1898 the Administrator, Sir (then Mr.) Charles A. King-Harman, offered prizes as an encouragement to children and teachers for the cultivation of the use of the English language among the children. The results were very gratifying. Under the new Code, "English," i.e., colloquial English, is a compulsory subject, and must follow the lines definitely laid down in the Syllabus.*

The Inspector of Schools is appointed by the Government. His salary is £250 a year, with an allowance of £50 for travelling expenses. Surprise visits are made by him to the schools, which must be open at all times to his inspection. He must hold an examination once a year of every school receiving Government aid. All scholars whose names have been on the registers for at least four months must be examined. In the second and higher Standards there is an individual examination. In the Infant Classes and Standard I. the examination may be by sample, not less than one-third being individually examined. The Inspector has also to conduct all the examinations for teachers and pupil teachers, and generally to see that all the regulations laid down in the Code are carried out.

* "'English' under the new syllabus has been fairly well taken up, and now systematic efforts are made to teach the children from their earliest appearance at school to make use of English words and English expressions instead of the French creole *patois* they hear in their homes, and by this means English is being more universally spoken in the Island than was the case in past years." [Colonial Reports--Annual. No. 411. St. Lucia. Report for 1902. Cd. 1768-16.]]

Teachers.

There is no training school in the Island. Certificates of Competency are granted to teachers who, having passed through their apprenticeship as pupil teachers, and having served one year as uncertificated teachers, pass the required (Certificate) examination. The class of certificate is determined by the percentage of marks gained. No teacher, however, is recognised unless he is licensed, and his name and qualifications are entered in the "Register of Teachers" kept by the Inspector of Schools. The conditions regulating the issue of licences will be found in the Code. (See Appendix C.)

Grants to Schools.

The total grant to all the schools is estimated at the rate of £1 per unit of average attendance throughout the Colony, subject to the approval of the Legislative Council in each year. In addition, a grant of 1s. 6d. per unit is made in lieu of school fees, but in this case the Manager must provide books, slates and other stationery materials for the free use of the children. This last grant has the effect of making education practically free.

The grants to individual schools depend on the average attendance and the degree of efficiency, except for the payments (ranging from £15 to £25 in each case) which are made on account of the class of licence held by the head teacher in Juvenile or Combined Schools.

Infant Schools receive, per unit of average attendance, grants of:—

- a. 9s., if the scholars are taught as a separate department ;
or 7s., if they are taught otherwise ;
- b. 6s., 4s., or 2s., according to the efficiency of the instruction given ;
- c. 1s., for Needlework and Drawing.
- d. 1s., for Singing.

Juvenile Schools, in addition to the payments on account of the class of licence held by the head teacher, and of a grant of 1s. 6d. or 1s. per unit of average attendance for organisation and discipline, receive a grant calculated as follows:—the balance of the total grant, after deducting the grants already enumerated to Infant and Juvenile Schools, is divided among the Juvenile Schools in proportion to the number of marks obtainable by each school.

MARK SCHEME FOR JUVENILE SCHOOLS.

SUBJECTS.	MARKS OBTAINABLE (MAXIMUM).
Elementary Subjects - - -	12 per unit of average attendance.
English - - - - -	6 do. do. do.
Object Lessons, &c. - - -	4 do. do. do.
Needlework or Drawing - - -	4 do. do. do.
Singing - - - - -	2 do. do. do.
Practical Agriculture - - -	24 per individual scholar.
English Grammar, Geography, History or Book-keeping - - -	6 do. do. do.

These are the maximum marks, but they may be reduced for failure to come up to the highest standard in each subject. There

may not, however, be awarded less than half the maximum marks unless the subject is not presented throughout the school, or the Inspector has warned the Manager that, having awarded only one-half of the maximum, he will in the following year award no marks whatever for that subject should there be no improvement.

The grant may be reduced for failure to provide the minimum staff allowed, and for failure to provide the necessary accommodation.

Managers must spend the whole of the Grant-in-Aid in the payment of teachers and otherwise for the benefit of the school, but they are not allowed to spend it on rent, building or repairs for which they are responsible, as also for the provision of certain scheduled school furniture.

The total amount spent in Grants-in-Aid to assisted schools in 1901 was £3,167 8s. 5d., being at the rate of 17s. 10d. per unit. of average attendance.* For 1899 and 1900 the expenditure was respectively £3,079 2s. 1d. and £3,138 4s. 10d., or at the rate of 19s. 6d. and 18s. 3d. per unit. During 1900 the average salary of a principal teacher was £58 17s. 6d., the highest being £83 11s., and the lowest £34 18s. During 1901 the average salary was £59 4s. 6d., the highest £91 10s. 6d., and the lowest £34 18s. The school fees obtained during the year 1900 amounted to only £51 3s. The actual expenditure on the schools, outside that provided for by the Government, amounted to £224 8s. 4d., according to the Managers' returns, but this does not include the cost of a new school, £200. The estimated rent of school houses and teachers' residences belonging to the Managers or the Parishes is set down at £575 8s.

The total expenditure by the Government under the head of Education is as follows :—

	1900.	1901.
	£ s. d.	£ s. d.
Inspector of Schools - - - - -	250 0 0	250 0 0
Travelling Allowance to Inspector of Schools.	50 0 0	50 0 0
Grants-in-Aid : Primary Schools - -	3,138 4 10	3,167 8 5
Scholarships at Castries Grammar School -	60 0 0	57 0 0
Grant-in-Aid : Castries Grammar School -	200 0 0	200 0 0
" " Convent School, Castries -	50 0 0	50 0 0
" " St. Lucia Library -	150 0 0	150 0 0
" " Soufrière Library -	20 0 0	15 0 0
" " Choiseul Library - -	—	5 0 0
Books for Schools - - - - -	23 8 9	—
Miscellaneous - - - - -	7 0 6	10 0 6
Total -	£3,949 14 1	£3,954 8 11

* The Grant-in-Aid to assisted schools in 1902 was £3,362 17s. 5d. [From Colonial Reports—Annual. No. 411. St. Lucia. Report for 1902.]

B. SECONDARY EDUCATION.

Secondary education is provided for boys at the St. Mary's College, Castries, and for girls at St. Joseph's Convent, Castries.

St. Mary's
College, or
the Castries
Grammar
School.

St. Mary's College, or the Castries Grammar School, as it is also called, was opened on the 31st March, 1890, by Sir (then Mr.) Robert B. Llewellyn, the present Governor-in-Chief of the Windward Islands. It is under the management of the Parish Priest of Castries, Vicar-General of the Island. It has a staff of three English Masters, one French Master, an Instructor in Christian Doctrine, and a lady teacher for the preparatory class. The average attendance for the year 1900 was sixty-six, and the number on the roll seventy-six. It receives a grant of £200 from the Government, which also provides yearly ten Scholarships of £6 each to boys from the Primary Schools.

The school year consists of three terms of a total of forty-two weeks.

The course of instruction is laid on the lines of the Cambridge Local Examinations. The first two candidates for the Junior Examination were sent up to Barbados in 1895. In 1896 a Local Centre was established. Altogether from 1895 to 1900 inclusively fifty-one candidates have been presented, of whom twenty-three were presented in the Preliminary, twenty-one in the Junior, and seven in the Senior Examinations. All have passed, six with honours in the Preliminary, twelve in the Junior, and three in the Senior.

The fees are from £3 to £6 6s. per annum. The total amount of school fees received in 1900 amounted to £273 18s. 8d., and in that year the expenditure was £439 19s. 1d.

St. Joseph's
Convent for
Girls.

The St. Joseph's Convent for Girls is under the management and control of the Sisters of St. Joseph of Cluny, and consists of two Departments, the Higher School and the Day School. The Government gives a Grant-in-Aid of £50 a year.

In the Higher School the pupils are prepared for the London College of Preceptors' Examinations, which are held annually, and the Local Centre for which was established in 1900.

The teaching staff consists of three English Mistresses, one Music Mistress and one Mistress for French and Fancy Needlework.

The fees are :—

	£	s.	d.	
For Boarders - - -	2	8	0	per month.
„ Half-Boarders - - -	1	4	0	„ „
„ Younger Half-Boarders	0	12	0	„ „

The number of scholars on the roll during 1900 was 120, and the average attendance 108.

In the Day School the curriculum embraces Reading, Writing, Arithmetic, Grammar, Geography, plain and fancy Needlework.

The school fee is 4s. monthly. The number on the roll in 1900 was twenty-five, and the average attendance twenty-three.

The total school fees received from both schools amount roughly to £600 a year, and the expenditure to £1,000.

C. AGRICULTURAL SCHOOL.

During the year 1900 the Government of St. Lucia purchased an abandoned sugar estate at Union, four miles from Castries, for the establishment of an Agricultural School. Of the total cost, the Government of St. Lucia paid £1,500, and the Imperial Government £700.

The school was built to accommodate twenty-five scholars, but only ten boys were admitted on the 28th October, 1901, the date of the informal opening of the school by the Administrator. During the year 1902 the number will be increased to fifteen.

Candidates for admission must be not less than thirteen years of age, of good character, physically sound, and they must have passed the Fourth Standard. They are lodged, fed, clothed, and educated entirely at the expense of the Imperial Department of Agriculture, and their parents must enter into contract to leave them at the school for a term of years. But while their general education is amply provided for, the chief aim of the school is to fit them to become practical agriculturists in the full sense of the words, not only by teaching them to handle hoe and cutlass, and by putting them to such manual labour as their strength allows, but also by giving them all the necessary instruction in the sciences allied with Agriculture.

The staff, who are members of the Imperial Department of Agriculture, consist of an Officer in Charge, who is also Curator of the Botanic Station, a Schoolmaster, and a Foreman.

There is no other technical or industrial school, and there is no provision for deaf, dumb or blind children.

FRED. E. BUNDY,

Inspector of Schools.

April 1902.

APPENDIX A.

THE EDUCATION ORDINANCE, 1889.

AN ORDINANCE TO PROVIDE FOR A MORE EFFICIENT SYSTEM
OF PRIMARY EDUCATION IN THIS COLONY.

Saint Lucia.

No. 22 of 1889 (13th September, 1889).

Whereas it has become expedient to make better provision for the primary education of the people of this Colony :

Be it enacted by the Governor, with the advice and consent of the Legislative Council of St. Lucia, as follows :—

Short title.

1. This Ordinance may be cited as the Education Ordinance, 1889.

Definition of term.

2. In this Ordinance,—

The term " Parent " includes guardian and every person who is liable to maintain or has the actual custody of any child.

Repeal.

3. The Education Ordinance, 1859 (No. 13), is hereby repealed.

Abolition of Board of Education, &c.
Proviso.

4. (1) From and after the coming into force of this Ordinance the present Board of Education and the Committees of such Board appointed under the said repealed Ordinance shall cease to exist : Provided that nothing in this Ordinance contained shall be held to affect or disturb any obligations of the said Board and of its Committees in respect of any contracts or agreements entered into with the Trustees or Managers of any school, while the period for which such contracts or agreements were entered into remains unexpired.

(2) The duties and obligations of the said Board and of its Committees, in respect of such contracts or agreements, shall be vested in and devolve upon the Governor-in-Council, until the termination of such contracts or agreements.

Inspector of Schools—
appointment.

5. (1) Her Majesty or the Governor shall appoint an Officer to be called " The Inspector of Schools," who shall be charged with the duties and obligations imposed upon him by this Ordinance or by any regulations framed thereunder, and who shall hold office during Her Majesty's pleasure.

—Salary.

(2) There shall be paid to the Inspector of Schools a salary and allowance for travelling expenses at such rate as the Governor, with the consent of the Legislative Council, shall from time to time determine.

Rules.

6. (1) The Governor-in-Council shall have power from time to time to make rules with regard to primary education generally, and in particular with regard to the following matters, namely,—

(a) The duties and obligations and authority of the Inspector of Schools ;

(b) The qualifications of the local manager or managers of all assisted schools ;

(c) The examination of persons employed as Teachers in schools receiving Government aid, or to be hereafter employed as Teachers under this Ordinance ;

(d) The classification of the certificates to be granted to such Teachers.

- (e) The amounts and rate of salaries to be allowed to such Teachers, according to the class of certificate held by them ;
 - (f) The regulation of the application for and the allowance of grants in aid of schools under local management ; and
 - (g) The government of all primary schools.
- (2) All such rules, when published in the "Gazette," shall have the same force and effect as if they were embodied in this Ordinance.

7. Schools of Primary Education shall be divided into two classes ; Classes of
Schools.
namely,—

- (1) Schools to be hereafter established by the Government and to be maintained entirely from the public funds of the Colony.
- (2) Assisted Schools established or to be established by local managers to which aid shall be contributed from the public funds of the Colony.

8. The Magistrate of each district and such person or persons as the Governor-in-Council may from time to time appoint, shall be visitors of Visitors of
Government
Schools. the Government Schools within such district.

9. Direct religious teaching shall not form part of the instruction to be Religious
teaching in
Government
Schools. given at any Government Schools to be hereafter established ; but every Minister of Religion or person appointed by him shall have free access to all such Government Schools, for the purpose of giving religious instruction to the children of the religious denomination to which such Minister may belong, at such hours as may be agreed upon between such Minister and the Inspector of Schools, or, where they disagree, by the Governor-in-Council.

10. Schools of Primary Education established by any person (on being recognised by the Governor-in-Council) shall be entitled to receive aid Conditions
entitling
School to aid. from the public funds of the Colony on the following conditions :—

- (1) That provision to the satisfaction of the Governor-in-Council be made for the regular visitation, management, and control of the school by a local manager who shall have the power to appoint and dismiss the teacher of any school under his management ;
- (2) That the teacher to be so appointed be duly licensed by the Governor-in-Council ;
- (3) That the average daily attendance of the school, computed on a period of a year fixed as in this Ordinance is mentioned, be not less than twenty-five ;
- (4) That the school be open to all children without distinction of religion or race ;
- (5) That no child receive any religious instruction objected to by the parent or guardian of such child ;
- (6) That the school be at all times open to inspection ;
- (7) That the fees, if any, payable by the scholars do not exceed in amount a scale to be fixed by the Governor-in-Council ; and
- (8) That the rules, and books of secular instruction, be subject to the approval of the Governor-in-Council.

11. The aid to which assisted schools shall be entitled from the public funds of the Colony shall consist of— Nature of aid.

- (1) Grants of money towards the providing of school-houses and the furniture and apparatus of such school-houses (in such proportion to the amount contributed by the local manager or managers as the Governor-in-Council may from time to time determine) ; and
- (2) Contributions towards the remuneration of the teachers of such schools.

Annual examination for determining aid. 12. For the purpose of determining the aid to which a school of primary education established by any person, and recognised by the Governor-in-Council, is entitled under this Ordinance, the Governor-in-Council shall, in every year, appoint times for the annual examination of such schools.

Period or computing average daily attendance. 13. The Governor-in-Council shall also fix the period of a year upon which the average daily attendance for the purposes of this Ordinance is to be computed, and to which the results taken by the annual examinations are to apply.

Remuneration of Teachers. 14. The remuneration of the teachers of schools of primary instruction, whether established by Government or assisted, shall consist of—

- (1) A fixed salary according to the class of the certificate from the Governor-in-Council held by such teacher;
- (2) A grant in proportion to the educational results; and
- (3) A grant in proportion to the average daily attendance of pupils at the schools.

Responsibility of local manager for proportion of expenses. 15. The local managers for the time being of assisted schools shall be responsible for one-fifth of the remuneration of the teachers and other expenses of the schools under their management, or for such proportion of such remuneration and other expenses, less than one-fifth, as the Governor-in-Council may in any particular case, regard being had to the circumstances of such case, allow and determine.

Nomination of substitute of local manager. 16. (1) It shall be lawful for any local manager of any assisted school, by writing under his hand, to nominate such other person as he may see fit as local manager in his place.

(2) Such nomination and the acceptance thereof in writing by the person so nominated shall be delivered to the Inspector of Schools for the information and approval of the Governor-in-Council.

Withdrawal of aid if no local manager. 17. In any case where there shall cease to be a local manager of any assisted school all aid to such school from the public funds of the Colony shall be withdrawn.

Establishment of Government schools where no assisted schools. 18. The Governor-in-Council may establish Government schools in any district in which there is no assisted school or where the assisted schools are insufficient for the instruction of the children in the district.

Withdrawal of aid on failure to comply with rules. 19. The Governor-in-Council may order the withholding or withdrawal from any school which fails to comply with the requirements of this Ordinance or of any rules or regulations made thereunder of any aid to which such school might otherwise be entitled.

Passed the Legislative Council this 14th day of August, 1889.

APPENDIX B.

THE ELEMENTARY INSTRUCTION ORDINANCE, 1889.

AN ORDINANCE TO PROVIDE FOR PUBLIC ELEMENTARY INSTRUCTION IN THIS COLONY.

Saint Lucia. No. 21 of 1889. (13th September, 1889.)

Whereas it is expedient to make better provision for the instruction of the children of this Island and for securing the fulfilment of parental responsibility in relation thereto:

Be it enacted by the Governor, with the advice and consent of the Legislative Council of Saint Lucia, as follows:—

Short title. 1. This Ordinance may be cited as the Elementary Instruction Ordinance, 1889.

2. In this Ordinance—

- "Child" means any child between the ages of six and fourteen years ; Definition of terms.
 "Parent" means father or mother, and, in the case of a child who is orphan or deserted, it means grandfather or grandmother or other person for the time being having the care or custody of such child :
 "Authorised person" means any person entrusted with the execution of the provisions of this Ordinance :
 "Public Elementary School" means a school of primary instruction either assisted or supported by public funds.

3. (1) It shall be the duty of the parent of every child to cause such child to receive elementary instruction in reading, writing, and arithmetic. Parent's duty to educate child.

(2) If such parent fail to perform such duty he shall be liable to such orders and penalties as are provided in this Ordinance.

4. (1) If the parent of any child habitually and without reasonable excuse neglects to provide efficient elementary instruction for such child, it shall be competent for any authorised person having knowledge of such neglect, after due warning to the parent of such child, to complain to the District Court. Complaint against Parent for habitual neglect to educate child.

(2) Such Court may, if satisfied of the truth of such complaint, order that the child do attend some public elementary school named in the order (hereinafter called the Attendance Order) not being distant more than one and a half miles from the residence of such child.

(3) For the purposes of this section any of the following reasons shall be a reasonable excuse :—

- (a) That there is not, within one and a half measured miles by the nearest road or path from the residence of such child, any public elementary school which the child can attend ; or
- (b) That the absence of the child from school has been caused by sickness or other unavoidable cause ; or
- (c) That the child has attained such a standard of education as would entitle it to receive a certificate of proficiency as hereinafter provided.

5. Where an attendance order is not complied with, the District Court on complaint made by an authorised person, may, if the parent does not appear, or appears and fails to satisfy the Court that he has used all reasonable efforts to obey the order, impose a penalty not exceeding, with the costs, five shillings. Penalty for non compliance with attendance Order.

6. In any case in which an attendance order is made the Court, if satisfied of the inability of the parent to pay the school fees (if any), may give directions for the free admission of the child into the public elementary school named in the Order. Free admission on Order.

7. (1) The parent of any child who has been educated otherwise than at a public elementary school shall be entitled, upon making application to the Inspector of Schools, to have his child examined at such time and place as the Inspector may appoint. Examination of child educated at other than a Public School.

(2) Such child, upon passing the prescribed or any higher Standard, shall be entitled to receive a certificate of proficiency according to age.

(3) If such child fail to pass the requisite Standard, it shall be the duty of the Inspector of Schools, either by himself or by some other authorised person, to make a complaint under the fourth section of this Ordinance with the view of procuring a school attendance order in respect of such child. Failure to pass examination shall be *prima facie* evidence of neglect

on the part of the parent to provide efficient instruction within the meaning of Sections three and four of this Ordinance.

Action when child is alleged to have attained required Standard.

8. (1) Where, in answer to a complaint under Section four, it is alleged that the child has attained a Standard entitling it to a certificate of proficiency according to age, the Court may either examine the child with the view of ascertaining whether the required Standard has been reached, or may adjourn the further hearing of the case in order that the child may be examined in the manner hereinafter provided; and it shall then be the duty of the Magistrate to transmit to the Inspector of Schools the notice hereinafter referred to.

(2) Upon receiving a notice, in the form prescribed in the Schedule to this Ordinance, that a child, in respect of whom a complaint has been made under the fourth section, is alleged to have reached a standard of education entitling it to a certificate of proficiency according to age, the Inspector of Schools shall appoint a time and place for the examination of such child, and shall give or withhold a certificate of proficiency in accordance with the result of the examination, reporting such result at the same time to the Magistrate.

(3) The Court shall thereupon proceed to determine the complaint.

Certificate of proficiency according to age.

9. Every child who attends any public elementary school and passes at the annual examination of such school by the Inspector of Schools, shall be entitled to receive a certificate of proficiency according to age according to such form as may be prescribed by the Regulation of the Governor-in-Council:—

At six years old, in the preliminary or any higher standard.

Above six and not exceeding eight years old, in the first or any higher standard.

Above eight and not exceeding ten, in the second or any higher standard.

Above ten and not exceeding twelve, in the third or any higher standard.

Above twelve and not exceeding fourteen, in the fourth or any higher standard.

Refusal of Manager to receive child when Order thereto made.

10. (1) If the manager of any assisted school named in a school attendance order, shall object to receive into his school the child in respect of whom the order is made, he must at once state his objection and the grounds of it in writing to the Magistrate by whom the order is signed.

(2) The Magistrate shall forthwith transmit the same to the Inspector of Schools, to be laid before the Governor-in-Council.

(3) It shall rest with the Governor-in-Council, after such inquiry as shall seem proper, to confirm or to disallow the objection.

(4) If the Governor-in-Council confirm the objection, the Court, upon being so informed, shall cancel the attendance order, and either make a fresh order in which some other school shall be named, or, if there be no school available, shall dismiss the complaint.

(5) If the Governor-in-Council disallow the objection, and the manager still refuses to receive the child into his school, the Court may proceed in the same manner as if the objection had been allowed. And such refusal on the part of the manager shall be deemed to be a ground for withdrawing public aid from the school, within the meaning of Section ten of the Education Ordinance, 1889.

Compensation to Manager for child admitted free on order.

11. The Manager of any assisted school in which fees are ordinarily charged, upon whom an Order of free admission is made in respect of any child, shall be entitled to receive, during the attendance of such child at the school, an amount not exceeding three pence per week, to be paid out of the money annually voted for Elementary Education.

12. Every Justice of the Peace, Minister of Religion, Police Officer or Constable, and the Inspector of Schools, shall be a person entrusted with the execution of the provisions of this Ordinance. Persons entrusted with execution of Ordinance.

13. It shall be lawful for the Governor-in-Council to make and from time to time to add to, rescind, or alter rules and to frame forms for the better carrying out of any of the provisions of this Ordinance. Rules.

Passed the Legislative Council this 14th day of August, 1889.

SCHEDULE.

(Form of Notice under Section 8.)

To A. B.,

Inspector of Schools.

TAKE notice that C. D., a child of _____ years old, in respect of whom complaint has been made under Section 4 of the Elementary Instruction Ordinance, 1889, is alleged to have reached a standard of Education entitling _____ to a certificate of proficiency.

Dated this _____ day of _____, 188 .

Stipendiary Magistrate.

APPENDIX C.

SAINT LUCIA—CODE OF RULES FOR THE GOVERNMENT OF PRIMARY SCHOOLS, FRAMED UNDER THE PROVISIONS OF THE EDUCATION ORDINANCE, 1889.*

Approved by the Governor-in-Council, 30th May, 1901.

GENERAL.

1. It shall not be required as a condition of any child being admitted into, or continuing in a school, that he shall attend, or abstain from attending, any Sunday school, or any place of religious worship, or any religious observance, or instruction in any religious subjects in the school or elsewhere.

2. No child may be refused as a scholar on other than reasonable grounds.

3. No child shall be admitted into a school while suffering from any infectious disease, or who comes from any house where any infectious or contagious disease is known to exist.

4. The time or times set apart by the Manager of a school for religious observance or instruction shall be at the beginning or end, or at the beginning and end of any meeting of the school, and shall be inserted in the time-table.

5. A time-table must be prepared, and approved by the Inspector of Schools, and must be permanently and conspicuously affixed in every schoolroom.

6. The school must be open at all times to the inspection of the Inspector of Schools, whether with or without notice, so, however, that it shall not

* This can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

be part of the Inspector's duties to inquire into any instruction in any religious subjects, or examine any scholar in such subjects.

7. Every school shall be of a size adequate to the number of children attending such school, and in no case shall there be less than 80 cubic feet of internal space, or 8 square feet of internal (floor) area for each unit in average attendance. Open galleries, which can be used as class-rooms, may be counted in estimating the accommodation.

8. Benches properly graduated, sufficient to accommodate scholars not less in number than the average attendance, and desks sufficient to accommodate not less than all the scholars above Standard I., and half the scholars in Standard I. and under, must be provided in each school.

(a) An allowance of 18 in. per scholar at each desk will suffice.

(b) The desks should be very slightly inclined. An angle of 15° is sufficient.

9. The class-books and school materials shall be subject to the approval of the Governor-in-Council, who may disallow books which are evidently unsuitable.

10. No part of any school communicating with the schoolroom by door or in any other way shall be used as a residence either by the teacher or any other person whatever except with the special permission of the Governor-in-Council.

11. The schoolroom shall be well ventilated and kept in a cleanly condition and in good repair, and shall be provided with proper furniture and apparatus.

MANAGERS.

12. Every school shall be under the control of at least one Manager.

13. Every Manager may appoint, subject to the approval of the Governor-in-Council, some trustworthy person, residing in the neighbourhood of the school, to act as his Deputy.

14. No person may be the Manager or Deputy Manager of a school who cannot read and write English.

15. Every school shall be visited at least twice a month on an average by the Manager or his Deputy. These visits shall not be paid at specified times but shall be more in the nature of surprise visits. In case of inconvenience the Manager or Deputy may occasionally delegate any proper person to make a surprise visit according to this and the succeeding article.

16. The Manager (or his Deputy) shall examine the School Registers and Records at each visit, and shall satisfy himself that the entries have been made correctly and at the proper times, and shall record in the Log Book the date and hour of his visit together with the results of his inspection and the attendance as counted by himself.

17. The Manager (or his Deputy) shall, at least, once in each month, on the occasion of a surprise visit, call the Register of Attendance and initial the same, and shall record the result of such calling of the Roll in the Log Book.

18. Every Manager is empowered to instantly dismiss or otherwise punish any teacher who shall make false entries in the School Registers or Records, and he shall in all cases report the circumstance to the Inspector of Schools, who shall submit the matter to the Governor-in-Council for approval.

19. Managers shall be responsible for the conduct of their schools, for

their maintenance in efficiency and for the provision of all needful furniture, books, and apparatus, and in particular of—

- (a) Suitable Registers ;
- (b) A Log Book ;
- (c) A Cash Book ;
- (d) A Copy of this Code ;
- (e) Copies of the Annual Reports ;
- (f) A Visitors' Book.

ATTENDANCE.

20. A school must have met at least 400 times during the year.

21. The Manager has the power of regulating the times for the holidays provided always that notice shall be given to the Inspector of Schools at least one week previous to the closing of the school for any purpose, but all public holidays, except the Wednesday half-holiday, shall be observed in all the schools.

22. No Teacher shall close the school at any period, or on any day, without special permission of the Manager, previously obtained, and recorded, if possible, in the Log Book.

23. The following persons may enter any school during the meeting of such school, and may record in the visitors' book the results of the inspection of the Attendance Registers and the number of children present—

Honourable Members of the Executive Council.
Honourable Members of the Legislative Council.
Heads of Departments.
Magistrates.
Clergymen.
Government Medical Officers.
Officers of the Imperial Department of Agriculture.

24. An attendance means attendance at secular instruction—

- (a) During one hour and a-half in the case of a scholar in a school or class for infants ;
- (b) During two hours in the case of a scholar in a school or class for older children.

In mixed schools girls shall, however, be dismissed five minutes before the boys.

25. In making up the minimum time constituting an attendance there may be reckoned time occupied in instruction in any of the following subjects, whether or not given in the school premises or by the ordinary teachers of the school, provided appropriate provision is made for such instruction and the times for giving it are entered in the approved Time Table :—

Agricultural Instruction.
Industrial Instruction.
Domestic Economy.
Practical Cookery.
Laundry (or Dairy) Work.
Needlework.

26. No attendance is, as a rule, recognised for any scholar under four years of age, nor for any scholar over sixteen years of age.

27. The average attendance for any period (subject to Article 33) is found by dividing the total number of attendances made during that period by the number of times the school has met during that period.

Registers and Records.

28-39

SUBJECTS OF INSTRUCTION.

40. The subjects of instruction are as follows :—

A. Religious and Moral Instruction under the direction of the Manager of the school subject to Articles 1 and 4.

B. Secular Instruction.

(a) *Obligatory Subjects :—*

Reading with Recitation . } hereinafter called the Elementary Subjects. (See Schedule I.)
Writing. }
Arithmetic. }

English. (*See* Schedule II.)

Needlework for girls, and from April 1st, 1902, Drawing for boys in Schools or classes for older scholars. (*See* Schedules III. and IV.)

Object Lessons for Infants and for Standards I., II., III. For children in the higher classes :—

Elementary Science, having special reference to Agriculture (to be taught by means of Object Lessons, practical illustrations, and simple experiments), or Domestic Economy (for girls) from April 1st, 1902.

(b) *Optional Subjects :—*

i. Taken by classes throughout the school :

Singing.

Needlework or Drawing in Infant Schools or Classes.

ii. Taken by individual children generally in the upper classes of Schools :

Practical Agriculture.

Cooking.

Laundry Work.

Dairy Work.

English Grammar.

Geography.

History.

Book-keeping.

iii. Any Subject, other than those mentioned in subsection ii., may, if sanctioned by the Governor-in-Council, be taken, provided that a graduated scheme be submitted to, and approved by, the Inspector of Schools.

41. Schemes of Object Lessons for Infants and Standard I. and for Standards I., II., and III. must be submitted to, and approved by the Inspector of Schools. They should include some lessons on the phenomena of nature and common life, food substances, *familiar* animals, and especially common plants.

42. Schemes for the teaching of Elementary Science, or Domestic Economy (for girls), to children in the higher standards must be submitted to, and approved by the Inspector of Schools.

43. All the children in the higher standards may be taken together for the teaching of Elementary Science, or Domestic Economy.

INSPECTION.

44. No school shall be placed on the assisted list until an application has been addressed to the Governor-in-Council, and the school has been opened

at least six months before the beginning of the year for which a grant is asked, and has been inspected and reported on by the Inspector of Schools.

45. The Inspector of Schools shall hold an examination of every school receiving Government aid once in each year.

46. Notice of the date of the annual examination shall be given at least a fortnight beforehand in writing to the Manager.

47. All scholars whose names have been on the Registers for at least four months before the examination must be presented unless there is a reasonable excuse for their absence.

48. No scholar, whose name has not been on the Registers for four months, may be presented, except with the permission in each case of the Inspector of Schools.

49. No child may be presented a second time in any class or standard in which he has already been presented unless with the permission of the Inspector previously obtained.

50. Scholars over seven years of age must, as a rule, be presented in Standard I.

51. No scholar over ten years of age may be presented in an Infant School.

52. The scholars in the Infant Schools or Classes may, at the discretion of the Inspector, be examined by sample, not less than one-third being individually examined.

53. The Inspector's report on the school must be copied verbatim into the Log Book, and signed by the Manager as soon as it is received.

TEACHERS.

54. The teachers recognised are :—

- (1) Probationers.
- (2) Pupil Teachers.
- (3) Uncertificated Assistants.
- (4) Certificated Assistants } holding licences from the Governor-
- (5) Certificated Teachers } in-Council.
- (6) Female Teachers approved by the Governor-in-Council as Sewing Mistresses, Teachers of Domestic Economy, or Instructors in Cookery or Laundry Work, or as Teachers in Infant Schools or Classes.
- (7) Male Teachers approved by the Governor-in-Council as Agricultural or Industrial Instructors.

Probationers.

55. Candidates for the office of Pupil Teacher may be recognised by the Governor-in-Council on the following conditions :—

- (a) They must be presented to the Inspector of Schools for approval, and must have passed the Sixth or higher Standard in all subjects.
- (b) They must not be less than thirteen years of age and will not be recognised after they have attained the age of sixteen.
- (c) They must pass the examination annually in the Sixth or higher Standard in all subjects so long as the Managers desire their recognition as Probationers.
- (d) They must not be employed in teaching during more than half the time the school is open.

Pupil Teachers.

56. A Pupil Teacher is a boy or girl engaged and paid by the Manager of a primary school on condition of teaching during school hours under the superintendence of the principal teacher, and receiving suitable instruction.

57. Managers are bound to see that the Pupil Teacher is properly instructed during the engagement by the principal teacher or other duly qualified person free of cost. The Governor-in-Council, if satisfied that this duty is neglected, may decline to recognise the Pupil Teacher as part of the staff.

58. Pupil Teachers shall receive, outside of school hours, from the principal teacher or other duly qualified person, not less than five hours instruction every week. The hours of instruction of Pupil Teachers must be entered upon a time-table to be approved by the Inspector of Schools.

59. Candidates, in order to be recognised as Pupil Teachers, must pass, as a rule, the examination specified in Schedules V. and VI., and must be approved by the Inspector. The certificates specified in Articles 61 and 62 must be furnished by the Manager.

60. Candidates may be admitted for an engagement of one year or two years, provided :—

- (a) They have passed one of the University Examinations for Junior Students, or other examination approved by the Governor-in-Council ; and
- (b) The end of their engagement falls beyond the completion of the candidate's eighteenth year.

61. No candidate will be permitted to present himself for the examination specified in Schedules V. and VI., who does not produce a certificate of age showing that he is over fourteen years and under eighteen years of age.

62. Pupil Teachers will be required to pass annually an examination in the subjects prescribed by Schedules V. and VI., and to produce certificates of good conduct from their Managers.

63. After two consecutive failures to pass the annual examination, except from illness or other sufficient cause, stated in writing to the Inspector before the day of the examination, a Pupil Teacher will no longer be recognised.

64. Pupil Teachers must be of the same sex as the Principal Teacher of the school in which they are engaged.

65. No Pupil Teacher will be recognised who is over twenty-one years of age.

66. The number of Pupil Teachers recognised by the Governor-in-Council will, as a rule, not exceed two for each First or Second Class Certificated Teacher recognised on the staff of a school.

67. No Third Class Certificated Teacher will, unless specially recommended by the Inspector of Schools, be allowed to superintend Pupil Teachers.

Uncertificated Assistants.

68. Teachers shall be recognised as Uncertificated Assistants who have passed the examination at the termination of the third year as Pupil Teacher as prescribed in Schedule V., or who have passed one of the University Local Examinations for Senior Students or other equivalent examination recognised by the Governor-in-Council and are over the age of eighteen years.

69. Uncertificated Assistants may not, except by permission previously obtained from the Governor-in-Council, take charge of any school.

70. Article 69 does not apply when the Uncertificated Assistant takes charge, temporarily, of the school in which he is teaching, owing to the absence, from illness or other cause, of the Principal Teacher. But in no case may he take charge for a period exceeding two months in any one year.

Licensing and Registration of Teachers.

71. The Principal Teacher of every school must be duly licensed.

72. Only licences issued by the Governor-in-Council of St. Lucia shall be recognised.

73. The Inspector of Schools shall keep a register, called the "Register of Teachers," in which he shall register the name and qualifications of every Teacher who shall obtain from the Governor-in-Council a licence to act as Teacher in this Colony.

74. Licences shall be of three classes.

75. Licences of the Third Class may be granted to holders of Second or Third Class Certificates of Competency of St. Lucia.

76. Licences of the Second Class may be granted:—(i.) To holders of First Class Certificates of Competency of St. Lucia; and (ii.) to holders of Second Class Certificates of Competency of St. Lucia who, having held a licence of the Third Class, have served for two years in a school in this Colony and have received a favourable report from the Inspector of Schools as to their ability to teach and manage a school.

77. Licences of the First Class may be granted to Teachers who, having held a licence of the Second Class, have had charge of a school in this Colony for five years and have received a favourable report from the Inspector of Schools as to their ability to teach and manage a school.

N.B.—With a Certificate of Competency of St. Lucia, of the First Class, other conditions having been fulfilled, a licence of the First Class may be obtained in three years.

78. The Governor-in-Council may withdraw or reduce the class of any licence issued to any Teacher, for any cause which, in the opinion of the Governor-in-Council, may justify it. Such withdrawal or reduction of the class of a licence shall immediately be entered in the Register of Teachers kept by the Inspector of Schools, with the causes therefor.

79. The Register of Teachers shall be opened at all reasonable times to the inspection of Managers of Schools.

80. When a Teacher leaves the Colony, his name shall be struck off the Register of Teachers, at the expiration of twelve months, and if after that period he returns, he must obtain a new licence before being recognised as a Teacher in any school.

81. Certificates issued by a Board of Education, Education Department, Training Institution or other Educational College or Institution may entitle the holder to a licence to act as a Teacher in St. Lucia of the class as in each case may be determined by the Governor-in-Council.

82. No licence will be issued unless satisfactory certificates as to character, health and ability to teach are produced.

83. Teachers holding Certificates recognised by the Governor-in-Council before the passing of this Code shall be considered as holding licences of the same class under this Code.

84. Candidates for Certificates of Competency will be examined by the Inspector of Schools and other examiners appointed by the Governor-in-Council, at such times as shall be fixed by the Inspector of Schools, due notice thereof being given in the Official Gazette.

85. The subjects of examination are given in Schedules V. and VI.

ANNUAL GRANTS.*General Conditions.*

86*. Subject to the approval of the Legislative Council in each year, the Grants in Aid of Primary Schools shall be at the rate of £1 per unit according to the (estimated) average attendance at all the Primary Schools in the Colony, during the year preceding that for which the amount is provided. (This amount shall not, however, include the Fee Grant granted under Article 117.)

87. The amounts granted in aid of the different schools for any one year shall not be regarded as constituting a precedent for any succeeding year, but shall entirely depend upon the amount voted for educational purposes for each year.

88. One-twelfth part of the annual grant to each school will be paid monthly to the Manager.

89. The conditions required to be fulfilled by a school in order to obtain an annual grant are those set forth in this Code. The decision of the Governor-in-Council whether these conditions are fulfilled in any case is final and conclusive.

90. In cases where any conditions set forth in this Code are not fulfilled the Governor-in-Council has power to withdraw the whole grant, or to pay the grant or part of the grant, and give a warning to the Manager that the grant may be withheld the next year, or to withdraw or reduce the grant at the end of any period fixed by the Governor-in-Council for the fulfilling of any such conditions.

91. The remuneration of Teachers, Assistants, Pupil Teachers, Probationers, and all members of the staff of the school shall be a subject of agreement between them and the Manager, and the Government is in no way responsible for such remuneration.

92. Managers shall produce yearly and on demand to the Inspector of Schools, Auditor, or other person authorised by the Governor, vouchers proving that he has expended, or is expending, the whole of the Grant-in-Aid, in the payment of salaries to Teachers, recognised by the Government as on the staff of the school, or otherwise for the benefit of the school ; but no part of this Grant may be expended on building, repairs or rent of the school, nor on such furniture or appliances as are specified in Schedule VII.

93. No Grant shall be paid to any school which is not kept in proper repair, and which is not provided with proper furniture and school appliances in accordance with Schedule VII.

94. No Grant shall be paid on account of any subject, the proper appliances for teaching which are not provided.

Grants to Infant Schools or Classes.

95. Grants are made to Infant Schools or Classes under this and the four following articles ; and every School or Class to which a grant is made under these articles is an Infant School or Class.

- (a) The sum mentioned in these Articles, except where it is specially provided otherwise, is the amount of a year's grant for each unit of average attendance. A fraction of a unit, if it reaches .5, may be counted as an additional unit.

* By Article 33, the average attendance is calculated, not on the 400 meetings mentioned in Art. 20 above, but on the 350 best meetings of the school.

96. A Fixed Grant of—

- (i.) 9s. if the scholars are taught as a separate department under a certificated teacher of their own, or as a class under a teacher not less than eighteen years of age, approved by the Inspector. In order that this grant may be made the scholars must be taught in a room properly constructed and furnished for the instruction of infants.

- (ii.) 7s. where the above special conditions are not satisfied.

97. A variable grant of 6s., 4s., or 2s.

In deciding which, if any, of these grants shall be paid, regard will be had to the discipline of the School and to the provision made for (a) suitable instruction and practice in the use of English speech, (b) suitable instruction in the elementary subjects, (c) simple lessons on objects and phenomena of nature and common life.

The grant of 2s. is a fixed grant, and may not be withdrawn unless the whole grant to the Infant School or Class is withdrawn.

98. A Grant for Needlework of 1s. if the scholars are satisfactorily taught Needlework according to Schedule III.

N.B.—This grant is calculated on the average attendance of girls only, unless the boys are satisfactorily taught Needlework. If the boys instead of Needlework are satisfactorily taught Drawing, a grant of 1s. for this subject may be made on their average attendance.

99. A Grant for Singing of (i.) 1s. if the scholars are satisfactorily taught to sing by note, i.e., by the standard, or any other recognised notation ; or (ii.) 6d. if they are satisfactorily taught to sing by ear.

Grants to Juvenile Schools.

100. A grant of £25, £20, or £15 will be made according as the licence held by the Principal Teacher is of the First, Second, or Third Class in schools in which the average attendance of children in Standard II. and upwards shall be sixteen or over.

The highest grant which will be paid throughout the year under this head will be determined by the Class of Licence held by the Principal Teacher at the beginning of the year, and subject to this proviso the grant payable monthly under this head will vary in case of change of Teachers, according to the Class of Licence held by the Teacher for the time being.

101. A grant of 1s. 6d. or 1s. for Discipline and Organisation :—

- (a) To meet the requirements respecting Discipline, the Inspector must be satisfied that all reasonable care is taken to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, of cheerful obedience to duty, of consideration and respect to others, and of honour and truthfulness in word and act. Respecting Organisation special attention must be paid to the neatness and order of the School premises, furniture and apparatus, and to the proper classification of the scholars both for teaching and examination.

- (b) The grant of 1s. 6d. will only be paid if the school is marked "excellent" or "very good" in respect of these points.

- (c) The Governor-in-Council may reduce or withdraw this grant in cases of marked want of Discipline or Organisation.

- (d) This grant will be calculated on the average attendance of older scholars only.

102. The other grants to Juvenile Schools will be determined in the following manner :—

The balance of the Total Grant, after the grants under Articles 96, 97, 98, 99, 100 and 101 have been deducted, will be divided by all the marks awarded to all the Juvenile Schools on the List of Assisted Schools, and each Juvenile School will receive that multiple of the result so obtained which is represented by the number of marks gained by the school.

103. The number of marks mentioned under Articles 104, 105, 106, 107, 108, is the number of marks which may be awarded under the several heads on each unit of average attendance of older scholars during the preceding year. (A fraction of a unit if it reaches $\frac{5}{10}$ may be counted as an additional unit.)

104. Marks to the number of twelve may be awarded for Elementary Subjects.

(a) In deciding what marks will be awarded regard will be had for the accuracy of knowledge and general intelligence of the scholars.

105. Marks to the number of six may be awarded if the children are taught English according to Schedule II. :—

Teachers shall make it their special duty to endeavour to eliminate the use of *patois*, and to teach the English language in an intelligent and effectual manner. They shall not employ the *patois* themselves except when it is absolutely necessary.

106. Marks to the number of four may be awarded if the children are taught, in Standards I., II., and III., by means of Object Lessons, and in the higher standards the Class Subjects mentioned in Article 40.

107. Marks to the number of four may be awarded if the girls are taught Needlework, and the boys Drawing according to Schedules III., IV.

108. Marks to the number of two may be awarded if the scholars are satisfactorily taught to sing *by note*, i.e., by the standard or any other recognised notation ; or one mark if they are satisfactorily taught to sing by ear.

Grants to Individual Scholars.

109. Where the Inspector, advised by an officer of the Imperial Department of Agriculture, reports that special and appropriate provision in the shape of a school garden, pot-culture, or other mode of demonstration is made for the practical teaching of Agriculture by a teacher recognised by the Governor-in-Council as qualified to teach the subject, twenty-four marks will be awarded on account of every child of not less than eleven years of age, who, while receiving instruction in the elementary subjects, has attended not less than forty lessons with demonstrations, each of at least one hour's duration, during the year at a special class for Agriculture :—

(a) The special class for Agriculture may not number more than twenty scholars, but any school may have more than one special class.

110. Where the Inspector reports that special and appropriate provision is made for the practical teaching of any other Industrial occupation by a teacher qualified to teach the subject either to boys or girls and a suitable scheme is submitted to and approved by the Governor-in-Council, marks will be awarded to the number and under the conditions laid down by the Governor-in-Council in each case.

111. Marks, not exceeding six, may be awarded for each scholar who successfully passes in any of the following subjects:—

English Grammar.
Geography.
History.
Book-keeping.

- (a) Not more than two subjects may be taken in the same year by the same scholar.
- (b) No examination will be held in any of these subjects unless it is taught with the approval of the Inspector of Schools, and the Obligatory Subjects are satisfactorily taught.
- (c) No marks will be awarded on account of any scholar taking up any of these subjects who does not pass in all the elementary subjects.

112. The marks awarded under Articles 103 to 108 in any one year shall not be less than one-half the maximum, unless the subject is not presented throughout the school, or the Inspector has warned the Manager that having awarded only one-half of the maximum number of marks he will in the following year award no marks whatever for that subject should there be no improvement.

113. If in Schools or Classes for Juvenile Schools, the total number of marks awarded (including marks for subjects under Articles 109, 110 and 111) is less than twenty per unit of Average Attendance, such school or class will be considered as having gained twenty marks per unit of Average Attendance. But this shall be considered as a warning to the Manager of the School that the grant may be withheld the next year, unless there is a distinct improvement in the efficiency of the School.

Reduction of Grant.

114. The annual grant may be reduced at the rate of 12s. per annum for every unit of annual average attendance above the number for which the school staff is sufficient. The reduction will, as a rule, be one-twelfth of 12s. for every month during which the staff is insufficient, provided that such reduction shall not take place if sufficient staff is provided within three months after the closing of the year during which the excess has arisen.

115. The annual grant may be reduced at a rate, to be fixed by the Governor-in-Council in each case, for every unit of annual average attendance above the number for which the school provides accommodation, provided that notice shall be given, at least six months beforehand by command of the Governor-in-Council, to the Manager that extra accommodation is required.

116. If the School has met less than 400 times during the year, a reduction of 6d. per unit in average attendance for every ten (or portion of ten) meetings which may be wanting to make up the 400 meetings required by Article 24, will be made in the grant for the succeeding year, unless the school has been closed for reasons which are satisfactory to the Governor-in-Council.

116a. If the Managers of any Primary School fail to observe the conditions on which grants are given to them under this Code to aid them in maintaining the School, and on being applied to by the Inspector of Schools are unable to undertake to act in accordance with those conditions in the future, notice may be given to them by the Governor-in-Council through the Inspector of Schools that after the lapse of a stated period, not less than six, nor more than nine months, if the management is not placed on a basis satisfactory to the Governor-in-Council, all grants to the School will cease, and such grants shall cease accordingly.

Fee Grant.

117. On the application by the Manager of any school a grant at the rate of 1s. 6d. per unit, according to the average attendance during the year preceding that for which the grant is provided, shall be made in lieu of school fees, provided the Manager undertakes that such grant shall be expended exclusively for the purchase of books, slates and other stationery materials for the free use of the children or pupil-teachers.

118. Managers shall produce yearly, and on demand, to the Inspector of Schools, Auditor or other person authorised by the Governor to examine them, vouchers proving that he has expended or is expending the whole of this Fee Grant for the purposes named in the preceding Article.

119. No school fees shall be asked, or taken, from the children attending schools which have accepted the Fee Grant, except in the case of children of over sixteen.

120. In schools which do not accept the Fee Grant there shall be payable by every child a fee not exceeding twopence weekly, unless the Managers see fit to waive such fee, in any case, on the ground of the poverty of such child.

121. The Fee Grant will be payable at any time during the first three months of the year, provided that the Manager signs a declaration that it is intended to carry on the school as a primary school for the whole of the current year.

SCHOOL STAFF.

122. In estimating what is the minimum school staff required, the principal and each other certificated teacher, if trained, will be considered as sufficient for an average attendance of sixty, and, if untrained, sufficient for an average attendance of fifty, each uncertificated assistant sufficient for an average attendance of forty, each pupil teacher for an average attendance of twenty-five, and each probationer for an average attendance of fifteen.

123. Notice in writing must at once be given by the Manager to the Inspector of Schools of any change in the School Staff. Teachers appointed during the year are, as a rule, only recognised from the date at which their appointment is notified.

INSPECTOR'S DUTIES.

124. The Inspector of Schools shall yearly:—

- (a) Hold examinations of all schools in accordance with Article 45, and lay before the Governor-in-Council a Report upon such examinations.
- (b) Prepare and submit an estimate of the probable expenditure for the Educational Department for the ensuing year.

125. He shall, quarterly, prepare and submit to the Governor-in-Council an abstract of the Managers' Quarterly Return, together with a report thereon.

126. He shall from time to time pay surprise visits to the schools, and satisfy himself that the provisions of this Code are being properly carried out.

127. He shall carefully note every infringement of these Rules, and, if need be, report the same to the Governor-in-Council.

FINAL.

128. All former Rules are hereby cancelled.

129. These Rules shall come into force on the First day of October, 1901, except Rules 95 to 116 (inclusive), which shall come into force on the First day of April, 1902. Until the end of March, 1902, grants will be made as under the provisions made in March, 1890.

SCHEDULE I.

STANDARDS OF EXAMINATION IN THE ELEMENTARY SUBJECTS.

	INFANTS.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
READING	To read an Infant Reader.	To read a short passage from a book not confined to words of one syllable.	To read a short passage from an elementary reading book.	To read a passage from a reading book.	To read a passage from a reading book not necessarily one used in the school.	To read a passage from a reading book or from some standard author.	To read any printed matter.	
WRITING	To write capital and small letters, their names, and easy words from the Reader, in large text hand on ruled slates.	Recitation. * To write a line of print in manuscript characters, commencing with a capital letter. Copy books (large and half-text hand) to be shown.	Recitation. * A passage of not more than six lines, from the same book, slowly read once and then dictated word by word. Copy-books as in Standard I.	Recitation. * Six lines from one of the reading books of the Standard, slowly read once and then dictated. Copy-books, capitals & figures (large and small hand) to be shown.	Recitation. * Eight lines of poetry or prose slowly read once and then dictated, or writing from memory the substance of a short story read out twice: spelling, handwriting and correct expression to be considered. Copy books and Exercise books to be shown.	Recitation. * A short theme or letter on some easy subject: spelling, handwriting and composition to be considered. Note books and exercise books to be shown.		
ARITHMETIC	Notation and numeration to 100. Simple Addition and Subtraction to 50. Easy mental problems.	Notation and numeration to 1000. Simple Addition and Subtraction. The Multiplication Table to 6 times 12.	Notation and numeration to 100,000. Addition, Subtraction and Multiplication. The multiplication table and pence table to 12s.	The former rules with Short and Long Division. Addition and Subtraction of money.	Compound rules (money) and reduction of Common Weights and Measures. Tables: Weight, Length, Capacity and Time.	Practice, Bills of Parcels and Single Rule of Three by the method of Simple unit. Addition and Subtraction of proper fractions with denominators not exceeding 12. Table of area.	Fractions, Vulgar and Decimal, Proportion and calculation of Simple Interest on a given principal. (Questions involving recurring decimals will not be put.)	A scheme of subjects to be submitted for approval by the Inspector of Schools, in each case.

Short exercises in Mental Arithmetic will be given in all the Standards, and Problems to be worked in Standards III-VI.

Reading with intelligence will be required in all the Standards, and increased fluency and expression in successive years. Two sets of reading books will be required for all the Standards after April, 1902.

Writing and Arithmetic must be on paper in Standard IV. (In 1902 Standard III), and upwards.

The passages for recitation for the ensuing year should be submitted to the Inspector on the day of the inspection. The meanings and allusions in the piece recited must be properly understood.

SCHEDULE II.

ENGLISH.

Stage I.—Infants and Standard I.

To give in English the names of objects in the schoolroom, of parts of the body, of articles of clothing, and of other common objects, shown to them.

To point out the objects whose names are given in English.

To describe in English the simple actions which are done before them, or to do the actions which they are told in English to do.

Stage II.—Standards II. and III.

To express in English the details of any fact of their everyday life in school or at home.

To give the English for ordinary Creole expressions relating to their everyday life.

To be able to tell the time, and to know the names of the different coins.

To repeat correctly any simple sentence describing any habitual action as above, but with a change of subject (*e.g.*, with "I, you, he, she, it, they," or the name of any person or thing with which they are familiar), and to repeat any of the sentences so formed with some simple adverb prefixed (*e.g.*, Last week, yesterday, now, usually, soon, to-morrow, etc.).

To state which is the *telling word* in the expression used.

To give in English the names of the natural features of the portion of the Colony with which they are acquainted, and to simply describe the phenomena of nature with which they are familiar.

Stage III.—Standards IV., V., and VI.

(See Schedule I. Writing, Standards IV., V., VI.)

To recount in English personal facts which have occurred to them.

To repeat in English a story they have just read or heard.

To give intelligent answers to questions on the subject matter of what they read.

To give in English the idiomatic expressions of any ordinary scene of life :—Children's Life (School, Home, Games), Animal Life (Domestic), Plant Life, Trades and Occupations.

To explain in English the reason of the forms of conjugation used in a simple extract from a reading-book. (Only the simplest grammatical terms to be used.)

To give simple explanations of Geographical terms, illustrated by reference to a plan of the school and neighbourhood and to a map of St. Lucia. (Mere repetition of misunderstood definitions will not be accepted.)

SCHEDULE III.

NEEDLEWORK.

Girls' and Infants' Departments.

Below Standard I.

1. Needle Drill—Position Drill.

2. Simple hemming—with cotton in two colours so as to show a join.

Standard I.

1. The work of the previous classes.
2. Hemming (in two colours so as to show a join) and seaming (top sewing).

Standard II.

1. The work of the previous Standard with greater skill. Felling.
2. A simple untrimmed garment or useful article showing these stitches.

Standard III.

1. The work of the previous Standards, stitching, pleating and sewing on strings.
2. A simple untrimmed garment, *e.g.*, a pinafore, an apron, a petticoat.

Standard IV.

1. The work of the previous Standards and gathering and setting in.
2. Patching on coarse flannel (herring-bone stitch).
3. An untrimmed garment, *e.g.*, a chemise, child's overall, etc.

Standard V.

1. The work of the previous Standards. Button-holing and sewing on buttons. Putting on tape loops and strengthening tapes.
2. Plain darning and patching.
3. Cutting out in paper a garment suitable for making up in Standard III.
4. A simple garment to be cut out by the maker.

Standard VI.

1. The work of the previous Standards. Tuck running.
2. Darning on coarse linen (diagonal cut) and on woollen material (hedge tear).
3. Cutting out in paper the pattern of a garment selected for the year's work.
4. Garment cut out by the maker.

Notes—(1) Garments must be worked in each stage, but not necessarily those specified. They must be presented in the same condition as when completed by the scholars.

(2) Every child in Standard I. and upwards must turn down and fix her own work.

(3) At least half as many garments as there are children in Standards II. and III. should be shown; and in Standard VI. and upwards each girl should, as a rule, present a small garment made by herself.

SCHEDULE IV.

DRAWING.

Infants.

To draw with and without rulers straight lines, vertical, horizontal, oblique; angles, right, acute, obtuse. To draw any familiar simple object formed by straight lines.

Standards I. and II.—The above.

To mark off on straight lines one, two and three inches.

To divide straight lines by points into two, four, and eight equal parts.

To divide right angles into two and three equal parts.

Standards III. and IV.—The above.

To draw with and without rulers equilateral and isosceles triangles.

To draw parallel lines with one and two inches space between them.

To draw any familiar simple object formed by straight lines and parts of a circle.

Standards V. and VI.—The above.

To draw with and without ruler regular octagons and hexagons.

Freehand drawing from the flat of simple curved figures.

Drawing from rectangular and circular models, or easy common objects.

Note.—Drawing in Standards IV., V., and VI. must be on paper ; in the other Classes it may be on paper or on slates, at the discretion of the Manager.

Managers are not restricted to the use of the above scheme. Any scheme of similar scope and aim may be adopted in lieu thereof, if approved by the Inspector of Schools.

SCHEDULE V.

	Candidates for engagement as Pupil Teachers.	End of First year.	End of Second year.	End of Third year.	Certificate Examination.
RECITATION . . .	40 lines of poetry.	60 lines of poetry.	80 lines of poetry.	100 lines of poetry.	160 lines of poetry.
ENGLISH GRAMMAR*	Very easy parsing and analysis.	Parsing and analysis of simple sentences.	Parsing and analysis of a short sentence.	Parsing and analysis of sentences. Prefixes and affixes.	English Grammar generally.
COMPOSITION* . . .	Writing from memory the substance of a short story read twice with ordinary quickness.		Ordinary terminations of English words. A short theme or letter.	Paraphrasing.	Paraphrasing. Essay on an easy subject.
ARITHMETIC AND MATHEMATICS.*	Simple sums in vulgar and decimal fractions, practice, and single rule of three by the method of unity.	Vulgar and decimal fractions with their applications	Proportion, Interest, Averages, Percentages.	Arithmetic generally, including extraction of the Square Root. Eucl d, Book I. to Prop. 23.	Arithmetic generally, Euclid, Book I. with simple deductions. Algebra to simple equations (inclusive).
GEOGRAPHY . . .	Definitions and map of St. Lucia.	In 1901, British Isles, Canada, and Asia, with special references to British India. Maps: France, Italy and British India. In 1903, Africa, America, Australia, Polynesia, with maps.			General Geography of the World, including Elementary Physical Geography.
HISTORY OF ENGLAND . . .	In 1901, from 1688 to the present time. In 1902, from the death of Edward I. to 1688. In 1903, to the death of Edward I.				General History of England.
TEACHING* . . .	—	To conduct a class in Writing and to answer simple questions on the mode of teaching that subject.	To conduct a class in one of the elementary subjects, and to answer simple questions on the mode of teaching those subjects.	To prepare notes of lessons, and to give a lesson on some object, or in a class subject taught in the school. To answer questions as before.	The work of the previous years. To answer questions on Organisation, Discipline, Principles of Elementary Teaching, the St. Lucia Code, Registration, &c.
READING* . . .	In all stages the Candidates will be required to read with fluency, ease and just expression from some standard author.				
NEEDLEWORK* . . .	(For girls) See Schedule VI.				
AGRICULTURE* . . .	(For boys) See Schedule VI.				

Dictation and Penmanship will form part of the examination in all the stages.

- NOTES.—1. Every Candidate for a Certificate of Competency must gain at least one-third of the marks in the subjects marked *.
 2. A Candidate's marks for any of the other subjects will not be taken into account unless they exceed one-third of the full marks assigned to them.
 3. Without Euclid and Algebra only a Third Class Certificate can be obtained by Male Candidates. These subjects may be omitted by Female Candidates.

SCHEDULE VI.

NEEDLEWORK.

Candidates and Pupil Teachers at end of First Year :—

The work of Standards I., II. and III., with greater skill.

Pupil Teachers at end of Second Year :—

1. The work of Standards IV., V. and VI., with greater skill.
2. A patch in calico, one in flannel, one in print.
3. A chemise, infant's nightgown or child's frock.
4. Patterns of a boy's shirt and a woman's nightgown drawn to scale ($\frac{1}{4}$ size) on paper.

Pupil Teachers at end of Third Year :—

1. A tucked petticoat.
2. A three-cornered (or hedge tear) darn and a cross cut (or diagonal) darn, on coarse linen.
3. Paper patterns (cut out and tacked together) of a child's pair of drawers and frock bodice.

Candidates for Certificate Examination :—

1. Sampler in calico, showing all the stitches required in the making and mending of calico garments.
2. Sampler in flannel, showing the stitches used in the making and mending of flannel garments.
3. Paper patterns, cut out by proportion or by measurements of a chemise, a pair of drawers and a petticoat (girl's); the patterns to be made up by tacking.

AGRICULTURE.

Candidates and Pupil Teachers at end of First Year :—

To answer questions on the subject matter of Blackie's Tropical Reader, No. 1.

Pupil Teachers at end of Second and Third Year :—

To answer questions on the subject matter of Blackie's Tropical Readers, Nos. 1 and 2.

Candidates for Certificate Examination :—

To answer questions on the subject matter of Dr. Nichol's "Tropical Agriculture."

SCHEDULE VII.

The following is the minimum which must be provided for each School :—

1. Benches and Desks, according to Article 8.
2. Teacher's Desk and Chair.
3. Presses for the keeping of Registers and other School property.
4. A Clock.
5. A Bell.

6. Blackboards and Easels, one at least for two classes.
7. Alphabet Cards, Reading Sheets.
8. Set of Reading Books for Teacher.
9. Ball Frame.
10. Museum of objects for Object Lessons.
11. Maps of the World, West Indies, St. Lucia.
12. Text Books on all subjects taught in the school.
13. Ink, Chalk, Brooms, Brushes, etc.

The above may not be paid for out of the Annual Grant.

14. Reading Books, Copy Books, Exercise Books, sufficient for all standards.
15. Pens, Slates, Pencils, Rulers, Drawing Books or Paper.

[14, 15 and 16 may not be paid for out of the Annual Grant.
but may be paid for out of the Fee Grant.]

16. Text Books for Pupil Teachers.

The following should also be provided, but they may not be paid for out of the Annual Grant.

- (a) Multiplication Tables.
- (b) Maps of British Isles, Europe, North and South America. etc.
- (c) Buckets, Mugs for drinking purposes, Mats, Scrapers, etc
- (d) Terrestrial Globe.

APPENDIX D. PROGRESS OF EDUCATION, 1889-1901.

	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.
Population . . .	43,124	43,686	42,800	43,310	44,200	45,005	45,906	46,671	47,882	47,976	48,660	49,558	50,287
Number of Schools . .	27	28	28	32	36	35	37	37	34	39	42	42	44
Number on Rolls . . .	3,416	3,669	3,715	4,042	4,683	4,219	3,977	4,182	4,447	5,280	5,785	6,365	6,383
Average Attendance . .	1,865	1,810	1,983	2,309	2,494	2,602	2,212	2,258	2,517	2,787	3,188	3,483	3,587
Number examined . . .	1,370	1,284	1,354	1,644	1,873	2,101	1,800	1,997	2,386	2,512	2,923	3,115	4,006
Number passed in two subjects . . .	1,011	979	1,113	1,380	1,814	2,084	1,497	1,458	2,089	2,124	2,722	2,771	—
Percentage of children attending school to the whole population.	7.9	8.3	8.3	9.3	10.6	9.4	8.7	8.9	9.4	11.3	11.7	12.8	18.6
Percentage of number on Rolls in average attendance . . .	54.6	49.3	52.3	57.1	53.3	61.7	55.6	53.9	56.6	52.8	55.6	53.9	52.1
Percentage of average attendance examined.	73.5	69.8	68.5	71.2	75.1	80.7	81.3	84.5	92.4	90.1	91.7	90.7	114.2
Percentage of examined passed . . .	7.38	76.9	82.7	80.9	96.8	96.8	88.2	76.5	87.7	84.6	93.1	89	—
Percentage of average attendance passed . . .	54.2	54.1	56.7	57.6	72.7	78.2	67.7	64.6	81.0	76.2	85.4	80.7	—
School Fees . . . £	167 6 4	—	—	144 8 5	147 0 7	133 3 0 1/2	104 3 8 1/2	86 10 3 1/2	69 3 11	75 1 11 1/2	68 11 2 1/2	51 3 0	40 19 11
Government Grant . . . £	1,427 18 4	1,457 0 0	1,515 0 0	1,935 15 5	2,152 1 0	2,572 6 5	2,687 18 7	2,694 18 0	2,620 18 9	2,904 19 1	3,079 2 1	3,138 4 10	3,167 8 5
Cost per unit average attendance . . .	15/4	16/1	13/4	16/9	17/3	19/8	24/1	23/10	20/10	20/10	19/6	18/3	17/10

APPENDIX E.

(1.) NUMBER OF CHILDREN ON THE ROLL IN ELEMENTARY SCHOOLS ON THE LAST DAY OF JUNE, 1900.

A.—According to Ages.

—	Under 4.	4-5.	5-6.	6-7.	7-8.	8-9.	9-10.	10-11.	11-12.	12-13.	13-14.	14-15.	15-16.	Over 16.	Un- classified.	Totals.
Boys	19	189	317	420	437	401	373	310	254	222	188	162	91	80	20	3,483
Girls	66	314	314	338	389	346	320	277	289	280	196	127	69	50	17	3,273
	85	503	631	758	826	747	693	587	484	442	383	289	160	130	37	6,755
Total Number of children of legal school age=4,920.																

B.—According to Classes.

—	Infants.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Unclassified.	Totals.
Boys	2,342	278	250	208	157	131	100	17	3,483
Girls	2,260	302	286	167	143	84	52	8	3,272
	4,592	580	516	375	300	215	152	25	6,755

APPENDIX E.—*continued.*(2) GENERAL STATISTICS OF PRIMARY SCHOOLS FOR
THE YEAR 1901.

Schools.	No.	No. on roll.	Average Attendance.	Number Examined.	Government Grant.
Anglican -	4	663	364	415	£361 3 1
Wesleyan -	2	243	136	130	183 14 9
East Indian Mission -	2	125	48	28	32 0 6
Roman Catholic -	36	5802	3009	3492	2,590 10 1
Totals - - -	44	6,833	3,557	4,065	£3,167 8 5

THE
SYSTEM OF EDUCATION
IN
ST. VINCENT.

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THE SYSTEM OF EDUCATION IN ST. VINCENT.*

I. EARLY HISTORY.

The island of St. Vincent is situated about twenty-one miles to the south-west of St. Lucia and 100 miles west of Barbados. It is said to have been discovered by Columbus, but was never colonised by the Spaniards. Both Charles I. and his son made a grant of it to various English noblemen, but no steps, it would seem, were ever taken to found a settlement. It is said that the French and English agreed to abandon the islands of Dominica and St. Vincent to the Caribs on condition of their renouncing their claims to the other islands. Gradually a few white people settled on the island—in 1740 they numbered about 800. By the Treaty of Aix-la-Chapelle the island was declared neutral; but during the Seven Years' War it was captured by General Monckton and ceded to Great Britain by the Treaty of Paris (1763). During the American War it was held for a short time by the French, but was restored on the conclusion of peace. In 1795 the Caribs, assisted by the French, broke out into rebellion, devastated the country, and mercilessly murdered the English landowners. After an obstinate struggle order was restored by Sir Ralph Abercrombie.

The apprenticeship system was introduced in 1834, and was followed by the full emancipation of slaves in 1838. The same scarcity of labour was experienced as in Grenada, and similar attempts were made to overcome the difficulty.

The island suffered severely in 1902 from an eruption of Mount Soufrière, which broke out on May 7th and continued intermittently throughout the year.

The circumstances of secondary education in St. Vincent being somewhat peculiar, it is found convenient in this Report to deal with primary and secondary education separately.

II. PRIMARY EDUCATION.

The administration of education is vested in a Board, appointed under the provisions of "The Education Ordinance, 1893," which consists of the Governor, who is President, "and such other persons being not less than four in number as he shall nominate Administra-
tion.

* This Report was written before the volcanic eruptions on the Island.

in writing." In the absence of the Governor, a member of the Board designated by him in writing acts as President; the President and two other members form a quorum.

The whole system of primary education is at present regulated by the Ordinance, and Rules* passed thereunder by the Board on 14th August, 1893—the two together being generally referred to as "the Code."

Schools are under the immediate control of managers, who are either:—Clergymen representing various religious bodies, or gentlemen resident in the immediate neighbourhood who have voluntarily undertaken the duties of management, or the Inspector of Schools, who is responsible for the supervision and management of all *bonâ fide* Government schools.

Every school must be visited by its manager, or some one or more of them, once at least in every month.

Finance.

The total cost of education from 1896—1902-3 has been:—

Year.	Total Expenditure.	Expenditure on Primary Education.†
1896 - - - - -	£2,294	£1,837
1897 - - - - -	£2,383	£2,019
1898 - - - - -	£2,298	£1,957
1899 - - - - -	£2,051	£1,612
1900 - - - - -	£2,086	£1,667
1901 - - - - -	£1,813	£1,519‡
1902-3 - - - - -	£1,561	£1,344§

Practically the whole cost of primary education is borne by the Government. In one or two instances houses are provided for teachers by the managers, but beyond this, and the fact that some of the buildings used for school purposes are the property of the managers or the religious bodies they represent, everything is provided so far as is possible from the grant voted annually by the Legislature.

School Fees.

No fees are paid. The absence of any provision in the Rules dealing with the point leaving it open to doubt whether the teachers can demand them, parents have elected to construe the omission as intentional and decline to pay them. The law, however, gives the Board power to regulate the charging of fees.

Statistics.

The following table gives the number of schools, the number of

* See Appendices A and B.

† Not including salary, &c., of Inspector of Schools.

‡ Expenditure during financial year 1901-02. (From Colonial Reports, Annual. No. 385. St. Vincent. Report for 1901. Cd. 1388-9.)

§ From Colonial Reports, Annual. No. 403. St. Vincent. Report for 1902-3, Cd. 1768-8,

children on the rolls, and the average attendance during the past seven years :—

Year.	Number of Schools.	Number on Rolls.	Average Attendance.
1896 - - - - -	45	6,502	3,667
1897 - - - - -	44	6,595	3,757
1898 - - - - -	36	7,509	3,158
1899 - - - - -	33*	6,027	2,712
1900 - - - - -	31	6,000	2,706
1901† - - - - -	31	5,804	2,516
1902-3 - - - - -	32	6,693	3,242

The population of the Colony at the Census of 1891 was 41,054, and at 31st December, 1901, was estimated at 45,540.

Attendance is optional, but teachers are encouraged, by two grants based on capitation, and by the fact that a child can only be presented at the annual examination who has made a certain number of attendances during the three months immediately preceding the examination or during the twelve preceding months, to follow up the matter in their own interest. Schools are open throughout the year from 10 a.m. to 4 p.m.—with an interval for lunch—except on Saturdays and Sundays, three weeks at Christmas, ten days at Easter, three weeks in August, and on public holidays.

Many private schools exist in the Colony ; in some cases these are carried on by certified teachers who are out of employment ; in some cases by persons who are unable to obtain the necessary certificate required under the rules.

To what extent religious instruction may be included in the subjects taught at these schools it is difficult to form an idea, but in no instance can a school be considered as being under any recognised religious denomination, since all such bodies make a point of bringing all their schools under the Board Rules.

The inspection of schools is provided for by the appointment by the Governor of an Inspector of Schools, and such other education officers as may be found necessary.

The duties of the Inspector comprise the holding of the annual examinations and examinations for teachers' and pupil teachers' certificates, paying surprise visits to schools, performing the duties of secretary to the Board of Education, keeping the Depart-

* Decrease the result of hurricane of 1898.

† From Colonial Reports, Annual, No. 385. St. Vincent. Report for 1901. Cd. 1388-9, and No. 403. St. Vincent. Report for 1902-3. Cd. 1768-8.

mental records, regulating the monthly pay of teachers, and exercising a general control over the Department.

With a view to increasing the supervision exercised, it has been deemed advisable to appoint two education officers besides the Inspector of Schools, and the Wardens of the Windward and Leeward Districts of the Colony have been so appointed and instructed to make frequent surprise visits to schools within their districts.

Appoint-
ment, Train-
ing, Pay-
ment, etc., of
Teachers.

The appointment of teachers rests with the managers, and in the case of Government schools with the Inspector, subject to the approval of the Board. No teacher can be appointed to a school who has not a certificate.

Three certificates are issued by the Board, first, second and third class. A teacher may obtain a third or second class certificate by passing an examination, and may obtain a first class, if already holding a third class, by teaching with credit and success for five years, and if holding a second class, by teaching with credit and success for three years.

Honorary certificates of the third and second class may be granted by the Board to persons possessing foreign qualifications equivalent in their opinion to the requirements of the local Code, and of the first class to persons having received a superior education abroad.

Payment to a teacher is supposed to be a grant earned by a school and made by the Board to the managers; but, as a matter of fact, teachers are now paid direct from the Treasury on pay-sheets certified by the manager and countersigned by the Inspector of Schools.

Payments are based on :—

- (a.) A grant according to the class of certificate held by the teacher.
- (b.) Annual grants depending on the result of the last examination.
- (c.) Capitation grants.

Beyond the pupil-teacher system, no provision for training of teachers exists, and teachers have to rely on their own efforts to qualify sufficiently to enable them to pass the necessary examination. The percentage of male and female teachers is in the proportion of 87 to 13.

Pensions.

No provision exists in regard to pensions. Teachers are employed by managers of schools, and are in no way regarded as public servants. The Government has, however, on the recommendation of the Board, awarded compassionate allowances in two instances to teachers who have taught continuously for many years.

Assistant
Teachers.

Assistant teachers are not provided for under the Code, but the Board, recognising that a want existed in this respect, allowed their employment at certain schools at a fixed salary approved of by the Board. They must, of course, be certified.

A regular system of training for pupil-teachers is provided. There are three certificates, ^{Pupil Teachers.} third, second and first class, and payment varies with the class of certificate. No certificate can be granted to anyone under fifteen or over twenty-one years of age.

Pupil-teachers pass from one class to another on passing the prescribed examination test, and to enable them to do this are entitled to receive from the head teacher of the school at which they are employed one hour's private instruction on every school day.

No religious instruction is provided for under the Code, and the only rule on the point is that "no religious instruction shall be given at any school on any school day until after the pupils have been dismissed for the day." Very little use is made of this dubious permission, the clergy of the various denominations preferring, under the circumstances, to confine their instruction in this subject to their Sunday School classes. ^{Religious Instruction.}

Except for singing to a limited extent, nothing is taught beyond reading, writing, arithmetic, grammar, geography, history and needlework. ^{Instruction, Subjects of.}

The Code is, however, under revision, and agriculture will, it is hoped, in future form no unimportant part of the curriculum.

[A new Ordinance, the Education Ordinance, 1903 (see Appendix C), received the assent of the Governor on June 2nd, 1903. Pending the introduction of new rules under this Ordinance, the rules made under the Repealed Ordinance of 1893 remain in force.* The Ordinance of 1903 confines itself entirely to schools of Primary Education. These it divides into three classes:— ^{Education Ordinance, 1903.}

"(1) Schools already or hereafter established in buildings belonging to or rented by the Government of the Colony or by the Board, and the expense of the maintenance of which schools is defrayed entirely from the annual grant, hereinafter called 'Government schools.'

"(2) Schools already or hereafter, with the approval of the Board, established by local managers in buildings controlled by such managers, and the expense of the maintenance of which schools, exclusive of school furniture, is defrayed entirely from the annual grant. hereinafter called 'Denominational Schools.'

"(3) Schools established and maintained by local managers towards the expense of the maintenance of which the Board may deem it desirable to contribute, hereinafter referred to as 'Aided Schools.'"

It may be noted that under the new Ordinance special power is given to the Board to expend the annual grant "in furthering the intelligent teaching of the principles of agriculture in the schools," otherwise no modification has as yet been made in the conditions under which grants are made to the schools.

* "Owing to the work entailed by the eruptions, the completion and bringing into effect of the new Code of Regulations, which had been in preparation, had to be postponed." (Colonial Reports Annual. No. 403. St Vincent. Report for 1902-3.)

With regard to religious instruction, it is stated that "Religious teaching shall not form part of the instruction to be given at any Government School but every minister of religion, or person appointed by him, shall have free access to all Government Schools for the purpose of giving religious instruction to the children of the religious denomination to which the minister belongs at such hours as may be agreed on between the minister and the Board."

The Board of Education is appointed for one year, and the President and three other members of the Board form a quorum. The Inspector of Schools is no longer, necessarily, the Secretary to the Board. In the absence of the Inspector of Schools from the Colony, the Secretary to the Board acts as his substitute.]

III. SECONDARY EDUCATION.

Kingstown
Grammar
School.

Secondary education in the Colony is practically represented by the Kingstown Grammar School. Formerly the Grammar School was a Government institution, the master of which was paid a salary at the rate of £250 per annum from Colonial funds, and fees amounting to about £50 per annum; but in 1885 his appointment was abolished by special enactment, and the Grammar School ceased to exist.

After the lapse of a short time the want of a school above the grade of primary began to be keenly felt, only a few people being able to incur the expense of sending their children away to be educated, and to remedy this state of things a committee was formed among the influential members of the community for the purpose of resuscitating the Grammar School.

A Board was appointed, styled the Grammar School Board, and the school reopened under their management in 1886 in a building lent for the purpose by the Government. It was continued for some time as a private institution.

In May, 1887, the Inspector of Schools was, by arrangement, appointed master of the school—receiving pay, fees and quarters, and £50 per annum from the Colonial Government for performing the duties of Inspector of Schools in conjunction with those of master of the school. He had received as Inspector of Schools £150 and £50 travelling allowance. A grant at the rate of £50 was also made from Government funds in aid of the school from that date.

On January 1st, 1889, this grant was increased to £60, and again on July 1st to £100, on representations from the Board as to the utility and growing importance of the school as an educational factor in the Colony.

The duties of Grammar School master and Inspector of Schools combined were found to be incompatible, and in January, 1891, a separate officer was appointed Inspector of Schools—the grant of £100 per annum and the use of the building being continued.

A girls' department was added, and on further representation by the Board the Government made a capitation grant from May, 1891, at the rate of £2 per annum, payable monthly.

The numbers in attendance increasing, an assistant master

was added to the staff, and a further grant was made towards his salary at the rate of £15 from January 1st, 1900. This was increased to £20 from April 1st, 1901.

The Board are therefore in receipt of the following assistance from the Government :—

A grant of £100 in aid of boys' department.

A grant at the rate of £2 per head per annum towards salary of mistress.

A grant of £20 towards salary of assistant master.

To these should be added the annual rental of the school building, valued at £30.

Beyond the right to nominate to the school two pupils, who are selected by the Governor, and receive tuition free, no conditions are attached to the giving of these grants, and no Government supervision is exercised. Care is, however, taken that the numbers in attendance and the general efficiency warrant the expenditure incurred in this direction.

The Education Ordinance, 1893, provides that " Nothing . . . shall be construed as intended to debar the Legislative Council from making separate grants in aid of the Grammar School at Kingstown—Provided that no such separate grant shall be made where the Managers of the said Grammar School shall have elected that that school shall participate in the benefits derivable under this Ordinance and the Board Rules." Up to the present the School Board have not so elected.

The fees charged are :—

£1 10s., and in the case of children under 10 years, £1 per term.

The staff consists of a master, an assistant master and a mistress.

The curriculum of the school embraces the subjects required for the Cambridge Local Examinations.

The school is undenominational.

The following table gives the number on the roll, average attendance, and revenue and expenditure of the school during the five years 1897–1901 :—

Year.	Number on Roll.			Average Attendance.	Revenue.			Expenditure.
	Boys.	Girls.	Total.		School Fees.	Govt. Grant.	Total.	
1897 - - -	11	15	26	24	£ 128	£ 120	£ 248	£ 247
1898 - - -	16	7	23	21	41	107	148	195
1899 - - -	25	15	40	36	158	128	286	262
1900 - - -	30	19	49	44	191	141	332	297
1901 - - -	—	—	—	—	129	140	269	281

IV. AGRICULTURAL EDUCATION.

Beyond the above there is but little information that can be given in connection with the Department I represent which would be of interest. But as a general education report this would hardly be complete without some reference to the good and valuable work now being done by the Imperial Government in endeavouring to revive the agricultural and industrial energies of the people.

Agricultural
School estab-
lished by the
Imperial
Department
of Agricul-
ture for the
West Indies.

With this object in view, there has been established at St. Vincent, under the auspices of the Imperial Department of Agriculture for the West Indies, which has its headquarters at Barbados, an Agricultural School for the education and training in agriculture of a certain number of students.

This School, for which a building was specially provided, was opened in October, 1900, and on December 31st, 1901, there were twenty-four pupils on the roll—one less than the maximum number for which accommodation has been provided.

Students are selected by the curator of the Botanic Station, and admitted on the approval of the Governor, after passing a medical examination. An agreement has to be entered into between the curator and the parent or guardian, under which the child is bound to remain at the school for a fixed period, determined according to his age, but not exceeding three years.

Students are housed, fed, clothed, taught and provided with medical attendance entirely at the expense of the Imperial Government, by whom the whole expenditure of the institution is provided.

There is a resident master, who is the officer-in-charge, with an assistant master; and an overseer for instructing the boys in field work is shortly to be appointed.

The expenditure during the year 1901 amounted to £622 15s. 4d.

Teaching is roughly divided into :—

(a.) Indoor Work—in which is included, besides the ordinary elementary subjects, commercial and physical geography and elementary science, consisting of botany, agriculture and chemistry.

(b.) Outdoor Work—such as planting, transplanting, pruning, manuring and practical agriculture generally.

It hardly comes within my province to comment on the work of this institution, but there can be but little doubt as to the benefits which the Colony should derive in the near future as the result of the establishment of such a highly useful institution.

FRANK W. GRIFFITH,

Inspector of Schools.

St. Vincent, W.I.,
April 1902.

APPENDIX A.

THE EDUCATION ORDINANCE, 1893.

No. 4 of 1893.

SAINT VINCENT.

AN ORDINANCE TO MAKE FURTHER AND BETTER PROVISION
FOR THE PROMOTION OF EDUCATION.

6th July 1893.

Be it enacted by the Governor with the advice and consent of the Legislative Council of Saint Vincent as follows :

1. This ordinance may be cited as "The Education Ordinance 1893" and shall come into operation on the day of publication of the Governor's assent thereto in the Government Gazette. Short title
and com-
mencement.

2. Ordinance No. 9 of 1878 all regulations thereunder made and Ordinance No. 10 of 1885 are hereby repealed. Repeal.

Provided that

- (I.) Such repeal shall not affect any right already accrued or liability already incurred at the commencement of this ordinance and
- (II.) The said ordinances of 1878 and 1885 respectively and the said regulations may be deemed to be in force so far as equity or expediency shall require during the year 1893 and for the purposes of payments to pupil teachers during the year 1894.
- 3. In this ordinance except where and in so far as the subject-matter or the context requires some different connotation or denotation Interpreta-
tion.
 - "Her Majesty" means Her Majesty Her Heirs and Successors :
 - "The Treasurer" means the Treasurer for this Colony :
 - "The Board" means the Board of Education established by this ordinance :
 - "Board Rules" means rules in force under this ordinance :
 - "The Inspector of Schools" or "the Inspector" means the Inspector of Schools appointed under this ordinance and includes his lawful substitute :
 - "Education Officer" means officer appointed under this ordinance and includes the lawful substitute of every such officer :

"Managers" includes patrons trustees and governing body and their respective representatives under the Board Rules :

"School" means school in this Colony :

"Assisted school" means school assisted under this ordinance and the Board Rules :

"Infant school" means school or department of a school at or in which the standard of education for the highest class is not so high as is requisite for the lowest standard of examination fixed for primary schools by the Board Rules :

"Primary school" means school or department of a school at or in which the standard of education for the highest class is higher than is requisite for the highest standard of examination fixed for infant schools by the Board Rules and not higher than is requisite for the highest standard of examination fixed for primary schools by the Board Rules :

"Secondary school" means school or department of a school at or in which the standard of education for the highest class is higher than is requisite for the highest standard of examination fixed for primary schools by the Board Rules :

"Industrial school" means school at which either all the pupils or a proportion of them fixed by the Board Rules devote not less than ten hours a week to manual labour (that is to say to some handicraft manufacturing process or agricultural work or in the case of females to domestic economy) on a plan approved by the Board :

"Attendance" means attendance at school of a pupil in the case of infant schools during not less than an hour and a half in either a morning or an afternoon and in all other cases during not less than two hours in either a morning or an afternoon exclusive in every case of time devoted to religious instruction and :

"Average attendance" means the quotient resulting from a division of the number of attendances at a school during any period by the number of openings of the school admitting of attendances during the same period.

Appointment
of permanent
education
officers.

4.—(1) It shall be lawful for the Governor to appoint an Inspector of Schools for the Colony and also such other education officers as may be requisite for the purposes of this ordinance and the Board Rules or for any of them respectively and likewise to remove any such officer and to fill by either promotion or fresh appointment any vacancy that may occur in the office of any such officer through death incapacity removal absence or other cause.

(2) The present Inspector of Schools shall be deemed to have been appointed under this ordinance.

Their emolu-
ments.

5. There shall be paid to education officers from the general revenue such salaries and allowances as the Legislative Council may determine subject to disallowance by Her Majesty.

Employment
of temporary
education
officers.

6. The Governor may employ persons to perform temporarily or occasionally the duties of education officers.

Their pay.

7. There may be paid from the general revenue to persons so employed by the Governor such sums by way of remuneration and otherwise as the Legislative Council may determine subject to disallowance by Her Majesty.

Constitution
of Board of
Education.

8. There shall be a Board of Education for the Colony which Board shall consist of the Governor and such other persons being not less than four in number as he shall nominate in writing to be members thereof

Provided that

(1.) No nomination made under this section shall be valid for any longer period than three years.

(II.) Every nominated member of the Board shall be eligible for renomination and

(III.) Every nomination or renomination to membership of the Board shall be revocable by the Governor at will.

9. The Governor shall be president of the Board and in his absence such member of the Board shall act as president thereof in his stead as he shall have designated in that behalf in writing. President of Board.

10. The Board shall meet as often as the president (actual or acting) shall convene it. Meetings of Board.

11. The Inspector of Schools shall act as secretary to the Board. Secretary to Board.

12. Subject to the provisions of this ordinance and the Board Rules it shall be lawful for the Board with such moneys as may be placed at its disposal by the Legislative Council first to establish or contribute to the establishment of schools secondly to assist established schools and thirdly to institute scholarships. Education grants.

13.—(1) The Board may subject to the provisions of this ordinance at any time and from time to time make alter and revoke rules. Power to make rules relating thereto.

- (a) To regulate its own procedure
- (b) With regard to the duties of education officers
- (c) With regard to its establishing and contributing to the establishment of schools
- (d) Restrictive of the conditions of imparting religious instruction at schools to be assisted by it
- (e) With regard to the charging of fees at such schools
- (f) With regard to the management of such schools in general
- (g) With regard to the examination of such schools
- (h) With regard to the examination of persons employed or to be employed as teachers or as pupil teachers at such schools
- (i) With regard to the granting of certificates of competency to such persons and the forfeiture of such certificates
- (j) With regard to the awarding the tenure and the determination of scholarships to be instituted by it
- (k) For regulating applications for and the allowance of grants to be made by it
- (l) Fixing the rates of such grants
- (m) For reducing or increasing its grants where the same shall exceed or shall not exhaust the funds at its disposal in any year
- (n) With regard to the payment and the application of its grants
- (o) With regard to the records to be kept at assisted schools and the reports returns statistics and information generally to be furnished to it by the managers and teachers of such schools and
- (p) Generally not only as is in this ordinance expressly or by implication provided but as it may deem necessary for giving effect to the provisions of this ordinance.

(2) Such rules shall be submitted to the Legislative Council who shall approve or disapprove of the same as a whole.

(3) Such rules on being approved by the Legislative Council and on publication thereof in the Government Gazette shall have the same effect as if they were contained in this ordinance.

14. The Board may

- (I.) Make grants in aid of schools in respect of
 - (a) The average attendance thereat and
 - (b) The organization and discipline thereof
- (II.) Make grants in aid of schools at different rates in respect of
 - (a) Different subjects of study
 - (b) Different grades in such subjects

Bases of grants in aid of schools.

- (c) Different degrees of proficiency in such grades and
- (d) Different degrees of general excellence
- (III.) Assist infant schools primary schools secondary schools and industrial schools respectively upon different bases
- (IV.) Make special grants
 - (a) In aid of newly established schools
 - (b) In aid of schools situate in sparsely populated districts
 - (c) For towards or in respect of the acquisition of sites for schools
 - (d) For towards or in respect of the erection purchase hire extension and maintenance of school buildings and accommodation
 - (e) For towards or in respect of the purchase hire and repair of school furniture books and apparatus and
 - (f) For school prizes and other rewards and
- (v.) Grant to or in respect of teachers and pupil teachers certificated under the Board Rules and reported by the Inspector to be doing good scholastic work in the Colony premiums which may vary according to the respective classes of certificates held by them.

Conditions of
such grants.

15.—(1) No assistance shall be given to any school under this ordinance or the Board Rules in respect of any attainment or attendance at school of any child under the age of four years.

(2) No grant shall be made under this ordinance or the Board Rules in aid of any school except under the following conditions

- (a) That the property and management of the school be vested in managers having power to appoint and dismiss the teachers and responsible for payment of the expenses of the school.
- (b) That the requirements of the Board Rules with regard to teachers and pupil teachers being certificated be satisfied in the case of the school.
- (c) That by the rules of the school no child receive any religious instruction to which the parent or guardian of such child objects or be present when such religious instruction is given at the school
- (d) That at the last preceding examination of schools held under the Board Rules the school have attained the percentage of proficiency required by those Rules and
- (e) That the school by its rules be at all times open for inspection by the Inspector or any member of the Board

And in the cases of infant schools and primary schools except under the following further conditions

- (f) That the school be open to children without distinction of race or religion and
- (g) That reading writing and arithmetic be taught as class subjects at the school

Provided that

- (I.) The Board may upon such grounds as it shall deem to be sufficient waive in any particular instance the fulfilment of the first of the foregoing conditions (a) and
- (II.) In the case of newly established schools a grant may be made irrespectively of any examination of schools.
- (3) No assistance shall be given to any school under or by virtue of this ordinance except under and in accordance with the Board Rules.

Discretion to withhold assistance from schools. 16.—(1) The Board may refuse to make a grant or may make a less grant than but for this section the Board Rules would require or may withhold either altogether or for a time the whole or any part of any grant already made in aid of any school

- (i) Where the Board considers the establishment of the school to have been superfluous by reason of the existence of another school in the vicinity or
- (ii) Where the school yields a profit to its proprietor or is able to support itself or
- (iii) Where any of the expenses of the school have not been duly paid or
- (iv) Where the Board has reason to apprehend that money granted in aid of the school will be misapplied or not properly applied or
- (v) Where any of the requirements of the Board Rules is not fulfilled in the case of the school.

(2) Any person aggrieved by anything done by the Board under this section may appeal against the action of the Board to the Governor in Council whose decision in the matter shall be final.

(3) The Governor in Council may make alter and revoke rules to regulate such appeals.

17. The managers and teachers of every assisted school shall be liable to refund to the Board all moneys received by them in respect of any grant made under this ordinance or the Board Rules in aid of the school

Liability of managers of assisted schools to refund grant moneys.

- (i) Where by reason of any of the conditions expressed in Section Fifteen (2) of this ordinance not having been fulfilled in the case of the school such grant ought not to have been made or
- (ii) Where any manager or teacher of the school shall have wilfully and knowingly made any false representation written or oral for the purpose of inducing the making of a grant in aid of the school or
- (iii) Where such moneys or any part thereof shall have been misapplied or not properly applied or
- (iv) Where any of the requirements of the Board Rules with regard to assisted schools shall not have been satisfied in the case of the school

Provided that no manager of an assisted school shall be liable to refund to the Board any moneys received by him in respect of any such grant as aforesaid which he shall have already applied in accordance with the Board Rules unless he shall have himself been guilty of some malfeasance misfeasance or non-feasance in relation to the grant

Provided also that no proceedings shall be taken to enforce any liability created by this section except in pursuance of a resolution in such behalf passed by not less than two-thirds of the members present at a meeting of the Board.

18.—(1) Where the Board shall have made a grant under this ordinance or the Board Rules for towards or in respect of the acquisition of any site for a school or the erection purchase extension or maintenance of any school building the Board shall as against the donees of the grant and all persons claiming from under or in trust for them or any of them have a charge upon such site or building for the amount of such grant as a security for such grant enuring exclusively and exhaustively to educational uses and for the enforcement of such charge if the Board after demand for repayment of such grant or any part thereof made and not satisfied shall at any time subsequent to the expiration of three months from the making of such grant or under exceptional circumstances sooner by resolution declare that such site or building is not being used for the purposes contemplated by the Board when making the grant the Governor may make an order under his hand and the great seal of the Colony for vesting such site and all buildings thereon (if any) or such building and the site thereof as the case may be in the Treasurer and thereupon such site and any buildings thereon or such building and site as the case may be shall be vested in the Treasurer accordingly subject only to any incumbrances or equities affecting the same of which the Board shall have had notice at the time of making the grant.

Charge of Board upon school sites and buildings.

- (2) It shall be the duty of the Treasurer with all convenient despatch to sell (giving seven days' notice of sale in the Government Gazette) all hereditaments vested in him under this section.
- (3) In every case of a sale under this section the Treasurer shall first with and out of the proceeds of such sale defray the expenses attendant upon the sale and then with and out of the residue of such proceeds if or so far as the same shall be sufficient for the purpose repay to the Board the amount of the grant or such part thereof as the Board shall determine.
- (4) The Treasurer shall pay the surplus (if any) of such residue to the managers or late managers of the subject of sale or he may dispose of the same in such other manner as the Board after considering the circumstances of the case brought to its notice may specially direct.

Scholarships.

19. The Board may if it shall think fit grant scholarships to children who shall have attended primary schools in the Colony to enable such children to attend secondary schools whether in the Colony or elsewhere to natives of the Colony and others who shall have attended either primary or secondary schools in the Colony to enable such persons to receive whether in the Colony or elsewhere a course of technical instruction with a view to the development of the natural resources of the Colony and moreover to such persons and for such purposes as it shall by a vote of not less than three-fourths of its members and with the approval to be signified by resolution of the Legislative Council from time to time determine.

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20. The Board may sue and be sued in the name of the Attorney General or of any person whom the Governor shall have nominated in that behalf in writing.

Board reports.

21. The Board shall as early as feasible in every year present to the Legislative Council a report of all grants made by it during the previous year.

Saving as to Kingstown Grammar School.

22. Nothing in this ordinance contained shall be construed as intended to debar the Legislative Council from making separate grants in aid of the Grammar School at Kingstown.

Provided that no such separate grant shall be made where the managers of the said Grammar School shall have elected that that school shall participate in the benefits derivable under this ordinance and the Board Rules.

Passed the Legislative Council the 9th day of June 1893, and published in the Government Gazette this 6th day of July 1893.

APPENDIX B.

SAINT VINCENT.

THE EDUCATION RULES, 1893.

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SAINT VINCENT.

THE EDUCATION RULES, 1893.

I.—Preliminary.

1. These Rules may be cited as "The Education Rules 1893."

2.—(1.) In these Rules, except where and in so far as the subject matter or the context requires some different connotation or denotation,

"The Governor" means the officer administering the government of the Colony;

"The Ordinance" means the Education Ordinance 1893;

"The Board," "Board Rules," "the Inspector of Schools," "the Inspector," "Education Officer," "managers," "school," "assisted school," "infant school," "primary school," "secondary school," "attendance," and "average attendance" have the same respective connotations and denotations as in the Ordinance;

"Industrial school" means school at which not less than twenty-five per cent. of the pupils devote at the least ten hours a week to manual labour as defined in Section 3 of the Ordinance;

"Schedule" means schedule annexed to these Rules;

"Standard" means standard comprised in Schedule A;

"Stage" means stage comprised in Schedule B;

"Quarter" means quarter of a year beginning with the first day of January, the first day of April, the first day of July, or the first day of October;

"Proficient" when used of a pupil implies that such pupil has passed a satisfactory examination in reading and either writing or arithmetic in one of the Standards;

Words importing the masculine gender apply to females as well as males;

Words importing the singular number apply to several persons as well as one person, and to several matters as well as one matter; and

Words importing the plural number apply to one person or matter as well as to more than one.

(2.) These Rules are to be read as strictly subject to the provisions of the Ordinance.

(3.) In particular nothing contained in these Rules shall be deemed to authorise the making of any grant in respect of any attainment or attendance at school of any child under the age of four years.

3. The Schedules, and the notes appended to them, shall be deemed to form part of these Rules.

II.—Meetings of the Board of Education.

4. The President (actual or acting) and two other members of the Board shall form a quorum.

5. Whenever the opinions of the members of the Board present at a meeting shall be equally divided, the President (actual or acting), in addition to his vote as a member, shall have a casting vote,

III.—Management of schools to be assisted by the Board.

6. Every manager of any school of whose appointment or continuance as such the Board shall by resolution have expressed its disapproval may be deemed not to be a manager, provided that nothing herein contained shall affect any liability incurred under Section 17 of the Ordinance.

7.—(1.) No person under the age of twenty years shall be employed as a teacher, nor shall any person under the age of fifteen or above the age of twenty-one years be employed as a pupil teacher at any school.

(2.) No person of whose employment as teacher or pupil teacher the Board shall by resolution have expressed its disapproval shall be employed at any school in either of those capacities.

8.—(1.) All school premises shall be kept in good sanitary condition and in a fair state of repair, to the satisfaction of the Board.

(2.) The floor of every school-room shall be well scrubbed, at the least, once in every month.

(3.) No part of any school shall be used as a residence except with the special permission of the Board.

9. Every school shall—

(1.) Either be open in both the morning and the afternoon on every day throughout the year, except on Saturdays and Sundays, during three weeks beginning with the Monday next before Christmas Day, during ten days beginning with Maundy Thursday, on the Queen's Birthday, during three weeks beginning with the first Monday in August, and on any other days and any half-days of which the Board may have previously approved as holidays or half-holidays respectively ;

(2.) Or adopt and adhere to some other definite scheme of school days and holidays which shall have received the previous sanction of the Board.

10. Every school shall observe definite school-hours, and except where the Board shall have expressly allowed other times, school-hours shall be from 10 a.m. to 1 p.m., and from 2 p.m. to 4 p.m.

11. No religious instruction shall be given at any school on any school-day until after the pupils shall have been dismissed for the day.

12. There shall be exhibited in the principal school-room of every school, in some conspicuous place, a time-table showing the course of instruction for the whole school, and in every class-room there shall be exhibited, in a conspicuous place, a time-table showing the course of instruction for every class and every set receiving instruction in such class-room.

13.—(1.) No child suffering from, or not thoroughly convalescent after, any contagious or infectious disease, or coming from any house where any contagious or infectious disease exists, shall be allowed to attend school.

(2.) All school premises shall be disinfected when and as the Board may direct.

14. Where the Board shall have prescribed the use of any particular school-book no other book shall be used in lieu thereof.

15.—(1.) At every school the following books shall be kept to the satisfaction of the Inspector, viz., a register of admissions, progress and withdrawals, a register of attendances, and a visitors' book.

(2.) The registers shall be kept in the respective forms [prescribed] . . . , with such variations as the Board may direct or sanction.

(3.) There shall be kept at every school copies of all lists furnished by the managers of the school to the Inspector of Schools, under Number 22 of these Rules, showing the passes obtained by pupils of the school, and what pupils of the school became proficient at the latest examination of schools held under Number 19 of these Rules.

- (4.) Every school record shall at all times be open for inspection by the Inspector or any member of the Board.
- 16.—(1.) Every school shall be visited by its managers or some one or more of them once at the least in every month.
- (2.) These visits shall not be paid at regular or specified times, but shall be in the nature of surprises.
- (3.) Every manager of a school shall, on every occasion of his visiting the school, record the date and hour of his visit in the visitors' book, check the registers of the school to the best of his ability, and certify in writing to the entries in the same being correct and made at the proper times, or otherwise.
17. The managers of every school shall—
- (1.) If required, furnish to the Board a declaration as to conditions (a) (b) (c) and (e), and in the cases of infant schools and primary schools conditions (f) and (g) of Section 15 (2) of the Ordinance being full filled in the case of the school; and
- (2.) Furnish to the Inspector—
- (a) Immediate notice of all appointments, absences, dismissals and resignations of teachers and pupil teachers of the school.
- (b) Within ten days after the termination of every quarter a report upon the school for such quarter, containing the particulars comprised in the [prescribed] form . . . , and such other particulars as he may properly require, and, moreover,
- (c) Such reports, returns, statistics and information generally as he may reasonably demand.
18. Every pupil teacher employed at any school shall receive from the head teacher of the school at the least one hour's private instruction upon every school-day.

IV.—Examinations of such schools.

19. The Inspector of Schools shall annually hold an examination of schools with a view to schools being assisted under the Ordinance and Board Rules.

20. At every such examination every pupil of any school under instruction in any Standard who shall be presented for examination in such Standard shall be examined in such Standard. The standard of examination for infant schools shall be Standard I. The standards of examination for primary schools, exclusively of any infant schools forming part of them, shall be Standards II. to VI. inclusively. Every pupil of a secondary school under instruction in any Stage who shall be presented for examination in such Stage shall be examined in such Stage, pupils of industrial schools under instruction in industrial subjects who shall be presented for examination in such subjects may be subjected to such tests in such subjects as the Inspector shall think fit; and pupils of any school who shall be presented for examination in elementary freehand drawing may be examined therein.

Provided that—

- (1.) No child shall be presented for examination as a pupil of any school who shall not (i.) either have attended such school on thirty days, at the least, during the twelve weeks immediately preceding the examination of the school (ii.) or have attended such school one hundred days at the least during the twelve months immediately preceding such examination; and (a) have been prevented from attending such school on thirty days at the least during such twelve weeks, as aforesaid, by illness or, if of the age of nine years or upwards, through being engaged in domestic service or agricultural labour, or (b) reside more than two miles, measured by the nearest road or footpath, from such school;

- (2.) No pupil of any school shall be presented for examination in any Standard or Stage in which such pupil shall already have passed, or in any lower Standard or Stage, and
 - (3.) No pupil of any secondary school who shall be under instruction in any lower Standard than the fifth shall be presented for examination in any of the Stages.
21. The Inspector shall give to the managers of every school to be examined under the Board Rules not less than fourteen days' notice of the time fixed by him for the commencement of the examination of such school.
22. The managers of every school to be examined at any examination of schools to be held under the Board Rules, shall furnish to the Inspector at the least seven days previously to the examination—
- (a) A list of all the pupils of the school whom they may purpose presenting to be examined at such examination, which list shall be in the [prescribed] form . . . so far as that form may be applicable, and shall contain with reference to each such pupil the particulars II. to VIII. inclusively comprised in that form so far as the case may admit ;
 - (b) In the case of every pupil to be examined in any Stage or Stages, written notice of their intention to present such pupil for examination in such Stage or Stages, together with particulars of any previous pass or passes in the Stages obtained by such pupil ; and
 - (c) In the case of every pupil to be examined in any industrial subject or subjects, written notice of their intention to present such pupil for examination in such subject or subjects.
23. The Inspector may, with the sanction of the Board, fix other hours for examining any school under the Board Rules than the usual school-hours of such school.
24. The Inspector shall not be restricted in examining any school under the Board Rules to the use of books ordinarily used in the school, but may use any other books of approximately equal difficulty.
25. The Inspector may in the case of infant schools, and shall in all other cases, apply a scale of marks to the work of every candidate examined at any examination of schools held under the Board Rules in each subject in which such candidate shall have been examined thereat, and one-half of the number of marks obtainable for such subject shall be sufficient, and less than one half of such number shall be insufficient, for a pass in such subject ;
- Provided that—
- (1.) No pupil of a school examined at any such examination in any Standard shall be deemed for any purpose whatsoever to have obtained a pass at such examination either in such Standard or in any of the subjects of reading, writing, arithmetic, grammar, geography, history and plain needlework unless at such examination such pupil shall have become proficient—that is to say, shall have obtained at the least half marks in two of the three subjects of reading, writing and arithmetic, of which reading shall be one ;
 - (2.) No marks shall be given or pass awarded to any pupil of any school not being a secondary school, for any work done by such pupil at any such examination in any of the Stages ; and
 - (3.) The Inspector may leave out of account any examination work done at any such examination at any opening of any school by any candidate who shall have arrived late at such opening.
- 26.—(1) After every such annual examination, as aforesaid, the Inspector shall furnish to the Board a report, containing the particulars comprised in the [prescribed] forms. . . , with such modifications, if any, as the Board may direct or allow.

- (2) The Inspector shall afford to teachers every facility to enable them to comply with Number 15 (3) of these Rules.

V.—Teachers' and pupil teachers' certificates.

27. The Inspector of Schools shall in every year hold at the least one examination of candidates for teachers' certificates, and one examination of candidates for pupil teachers' certificates.

28. At such examinations the standards of examination shall be the standards exhibited in Schedules G and H respectively.

29. The Inspector shall give, by advertisement in the Government Gazette, or in such other manner as the Board shall direct, at the least four-days' notice of his intention to hold any such examination, and candidates for teachers' or pupil teachers' certificates shall give to the Inspector not less than seven days' notice of their candidature.

30.—(1) The Inspector shall apply a scale of marks to the work of every candidate examined at any examination for teachers' or pupil teachers' certificates in every subject in which such candidate shall have been examined thereat.

- (2.) No such candidate who shall not either have earned in every subject included in the standard in which he shall have been examined at such examination at the least one half of the number of marks obtainable for such subject, or have obtained at the least two-thirds of the aggregate marks obtainable in such standard, shall be deemed to have passed a successful examination within the meaning of Number 32 or Number 35 of these Rules.

- (3.) No candidate for a teacher's certificate who shall not have earned at the least three-fourths of the aggregate marks obtainable in the standard exhibited in Schedule G shall be deemed to have passed with distinction within the meaning of Number 32 of these Rules.

31. After every examination for teachers' or pupil teachers' certificates the Inspector shall furnish to the Board a statement of the number of marks which had been obtainable at such examination in each subject included in the standard exhibited in Schedule G or the standard exhibited in Schedule H respectively, and also a list of the names of the successful candidates at such examination, according to classes, in order of merit, with the number of marks obtained by each of them respectively in each such subject set against the candidate's name.

32.—(1) Every person reported to the Board by the Inspector as having passed a successful examination in the standard exhibited in Schedule G shall be entitled to receive from the Board a third-class teacher's certificate.

- (2.) Every person reported to the Board by the Inspector as having passed with distinction in that standard shall be entitled to receive from the Board a second-class teacher's certificate.

- (3.) Every person who shall—

(a) Either hold a third-class teacher's certificate, granted to such person by the Board, and be reported to the Board by the Inspector as having taught in the Colony with credit and success for five years at the least ;

(b) Or hold a second-class teacher's certificate, granted to such person by the Board, and be reported to the Board by the Inspector as having taught in the Colony with credit and success for three years at the least—shall be entitled to receive from the Board a first-class teacher's certificate :

Provided that no second or third-class certificate shall be granted under this Rule to any person under the age of twenty or above the age of forty years ;

Provided also that the Board may refuse to award a teacher's certificate in any case in which it shall not be satisfied that the applicant is a person of good character.

33.—(1) The Board may grant honorary

- (a) Third-class teachers' certificates to holders of teachers' certificates granted to such holders under any law or regulation of this Colony before the commencement of these Rules ;
- (b) Second and third-class teachers' certificates respectively to persons possessing foreign qualifications equivalent, in the opinion of the Board, to those required for such respective certificates by the last preceding Rule ; and
- (c) First-class teachers' certificates to persons having received a superior education abroad ;

Provided that no honorary teacher's certificate shall be granted to any person who shall not have satisfied the Inspector of his ability to pass the standard of examination in school management which is comprised in Schedule G ;

Provided also that the Board may refuse to award a certificate under this Rule in any case in which it shall not be satisfied that the applicant is a person of good character.

- (2.) Every certificate granted under this Rule shall be as effectual to all intents and purposes as a certificate of the same class granted under the last preceding Rule.

34. Teachers' certificates shall be in the respective forms [prescribed] . . . and shall be signed by the Governor.

35. Every person reported to the Board by the Inspector as having passed a successful examination in the first of the standards comprised in Schedule H shall be entitled to receive from the Board a third-class pupil teacher's certificate ; every person reported to the Board by the Inspector as having passed a successful examination in the second of those standards shall be entitled to receive from the Board a second-class pupil teacher's certificate ; and every person reported to the Board by the Inspector as having passed a successful examination in the third of those standards shall be entitled to receive from the Board a first-class pupil teacher's certificate ;

Provided that no pupil teacher's certificate shall be granted to any person under the age of fifteen or above the age of twenty-one years ;

Provided also that the Board may refuse to award a pupil teacher's certificate in any case where it shall not be satisfied that the applicant is a person of good character.

36. Pupil teachers' certificates shall be in the [prescribed] form . . . , and shall be signed by the Inspector.

37.—(1.) If any person to whom a teacher's or pupil teacher's certificate shall have been granted by the Board shall be convicted of crime, or be found guilty by the Board of having knowingly and wilfully falsified any school record or return, or of dishonest, immoral or disreputable behaviour of any kind, or of any act or course of conduct showing such person to be unfit for the office of teacher or pupil teacher, as the case may be, the Board may by resolution declare such person to have forfeited such certificate, and thereupon such certificate shall be null and void to all intents and purposes ; and

- (2.) If any person to whom the Board shall have granted a teacher's or pupil teacher's certificate shall be proved to the Board to have been guilty of any minor impropriety of conduct or breach or neglect of duty, the Board may suspend such certificate or, in the case of a first or second-class certificate, reduce the same to a lower grade ;

Provided that no certificate shall be forfeited, suspended or reduced in grade until the holder thereof shall have been apprised of the charge or charges made against him and have had an opportunity of refuting the same.

VI.—Allowance by the Board of grants in aid of schools.

38. Before any grant shall be made under the Ordinance and Board Rules in aid of any school, it shall (subject, in the case of newly-established schools, to the second proviso contained in Section 15 of the Ordinance) be necessary

- (1.) That the Board be satisfied that the conditions required in the case of the school by Section 15 (2) of the Ordinance are fulfilled in the case of the school ;
- (2.) That at the time of the latest examination of schools held under the Board Rules the head teacher of the school [shall] have held a teacher's certificate granted to such head teacher by the Board ; and
- (3.) That at the latest examination of schools held under the Board Rules not less than seventy per cent. of the pupils of the school under instruction in any of the Standards or Stages who were qualified by attendance for examination thereat have been presented for examination in such respective Standards and Stages, and not more than forty per cent. of such presentees have failed to satisfy the examiner in the subjects of reading and either writing or arithmetic ;

Provided that where the Board shall expressly so resolve a teacher may be deemed to be sufficiently certificated for the purposes of this Rule if—

- (a) His having been uncertificated at the time of the latest examination of schools held under the Board Rules was not due to want of diligence on his part, and
- (b) He shall have obtained from the Board a teachers' certificate not later than four weeks after the conclusion of such examination.

VII.—Rates of such grants.

Subject to the provisions of the Ordinance and Board Rules—

39. The Board shall make grants in aid of schools, and such grants shall be made by it annually, except in so far as the Board Rules may expressly or impliedly provide otherwise.

40. The rates of such grants shall be those specified in Numbers 41 to 55 inclusively of these Rules ;

Provided that it shall not be obligatory upon the Board to make any grant under any but Numbers 42, 43 and 46 of these Rules.

41.—(1.) The Board may, after the termination of any quarter, make in aid of schools a grant not exceeding one shilling a head upon the average attendance thereof for the quarter.

- (2.) If the Inspector shall report to the Board with regard to any quarter that during such quarter the schools have suffered severely through rain or epidemic sickness, the Board may increase the rate of the average attendance grant for such quarter to any extent so that the aggregate average attendance grant for such quarter do not exceed the aggregate average attendance grant for the previous quarter.

42. The Board shall, after the termination of every quarter, make in aid of every school of which the Inspector in his report upon the latest examination of schools held under the Board Rules shall have reported the organisation and discipline as good, a grant of threepence a head upon the average attendance of the school for such quarter.

43. The Board shall for every pass in any of the subjects of reading writing, arithmetic, grammar, geography, history and plain needlework, obtained at an examination of schools held under the Board Rules in one of the Standards by a proficient in such Standard, grant the sum of two shillings in aid of the school of such proficient.

44. The Board may, for every pass in any of the Stages obtained by a pupil of a secondary school at any such examination as aforesaid, grant in aid of the school of the successful candidate any sum not exceeding—

- (a) Six shillings where the pass shall have been marked by the Inspector as fair ;
- (b) Eight shillings where the pass shall have been marked by the Inspector as good ; or
- (c) Ten shillings where the pass shall have been marked by the Inspector as excellent ;

Provided that no grant shall be made in respect of—

- (i.) Any work done in any of the Stages by any pupil who shall not have become proficient in a higher Standard than the fourth ;
- (ii.) Any pass in trigonometry obtained by any pupil who shall not already have passed in the fourth Stage of geometry ;
- (iii.) More than four passes in the Stages obtained at one and the same examination by any pupil who shall not have become proficient in the sixth Standard ; or
- (iv.) More than eight passes in the Stages obtained by any pupil at one and the same examination.

45. The Board may, for every pass at any such examination as aforesaid in elementary freehand drawing, grant the sum of one shilling in aid of the school of the successful candidate.

46. Where the organisation and discipline of any school shall have been reported by the Inspector in his report upon the latest examination of schools held under the Board Rules as good, the Board shall make in aid of the school—

- (1.) If at such examination seventy or upwards and less than eighty per cent. of the pupils of the school presented for examination in the Standards shall have passed—that is to say, have become proficient in their respective Standards—a grant at the rate of one shilling for each such pass ;
- (2.) If eighty or upwards and less than ninety per cent. shall have passed, a grant at the rate of one shilling and sixpence for each such pass ; or
- (3.) If ninety or more per cent. shall have passed, a grant at the rate of two shillings for each such pass.

47. The Board may grant in aid of schools premiums at the following rates in respect of teachers and pupil teachers employed thereat, and reported by the Inspector to be doing good scholastic work—

- (a) Ten guineas in respect of each teacher holding a first-class teacher's certificate granted to such teacher by the Board ;
- (b) Eight guineas in respect of each teacher holding a second-class such certificate ;

- (c) Six guineas in respect of each teacher holding a third-class such certificate ;
- (d) Six pounds in respect of each pupil teacher holding a first-class pupil teacher's certificate granted to such pupil teacher by the Board ;
- (e) Five pounds in respect of each pupil teacher holding a second-class such certificate ; and
- (f) Four pounds in respect of each pupil teacher holding a third-class such certificate ;

Provided that—

- (i.) No grant shall be made in respect of any pupil teacher in aid of any school at which there shall be an average attendance of less than sixty pupils ; and
- (ii.) In the case of every school at which there shall be an average attendance of upwards of sixty pupils, no grant shall be made in respect of more pupil teachers than one to every twenty-five or odd fraction of twenty-five pupils attending on an average beyond sixty.

48. In the case of infant schools the Board may, in lieu of making any grant under the preceding Rules, or any of them, grant four shillings a head upon the average attendance in aid of every school reported as fair by the Inspector, five shillings a head upon the average attendance in aid of every school reported as good by the Inspector, and six shillings a head upon the average attendance in aid of every school reported as excellent by the Inspector ;

Provided that this Rule, when applied, shall be applied to all infant schools.

49. The Board may make, in aid of any industrial school, in addition to other grants, a grant of any sum not exceeding twenty-five shillings in respect of each pupil receiving industrial instruction (that is to say, devoting at the least ten hours a week to manual labour, as defined in Section 3 of the Ordinance) at the school.

50. In the case of schools situate in sparsely-populated districts the Board may, upon the recommendation of the Inspector, made after a visit paid to any school, increase all or any grants or grant made under the preceding Rules, or any of them, in aid of such school by any sum not exceeding twenty-five per cent. of the amount of such grants or grant.

51. The Board may make special grants of sums not exceeding fifteen pounds, ten pounds and five pounds respectively in aid of the three schools at which it shall consider that the most thorough and practical work is done.

52. In the case of newly-established schools the Board may grant in aid of any school—

- (a) Any sum not exceeding forty pounds, and not exceeding one-half of the cost of the buildings, furniture, books and apparatus of the school upon the amount of such cost being proved by the managers by means of vouchers or otherwise to the satisfaction of the Board ; and
- (b) Upon the recommendation of the Inspector, made after a visit paid to the school an allowance at any rate not exceeding one pound a month as from any date not antecedent to the first opening of the school until the conclusion of the next examination of schools to be held under the Board Rules after such opening.

53. The Board may grant in aid of any school a sum not exceeding twenty pounds, and not exceeding one-half of the amount shown by the managers of such school by means of vouchers or otherwise to the satisfaction of the Board to have been expended during the preceding year upon the increase

improvement and maintenance of the buildings, furniture, books and apparatus of the school.

54. The Board may grant in aid of any school any sum not exceeding one pound in respect of books supplied to any pupil teacher certified by the Inspector as being properly employed at such school.

55. The Board may award under such conditions as it shall determine by resolution prizes not exceeding in the whole ten pounds in amount or value to individual pupils for special proficiency in particular subjects ;

* Provided that not less than one-half in amount and value of the total awards made in any year under this Rule shall be attributed to proficiency in needlework.

VIII.—*Payment of such grants.*

56. Payments in respect of grants made by the Board in aid of schools shall be made to the managers of the schools in aid of which such grants shall have been made.

57. Subject to any directions to the contrary that may be given by the Board, grant moneys voted by the Board shall be paid early in the beginning of each month in monthly instalments proportionate to the periods in respect of which such grant-moneys were voted.

Provided that payment of such grant-moneys, or of any part thereof, may be withheld where a school shall have ceased to exist or a teacher or pupil teacher shall have been dismissed from or have resigned his office.

IX.—*Application of such grants.*

58.—(1) Subject as hereinafter mentioned, all moneys paid to the managers of any school on account of any grant made under Number 47 of these Rules shall by them be paid to the teacher or pupil teacher in respect of whom such grant was made.

(2) All moneys paid to managers on account of any grant made under Number 52 (a), Number 53 or Number 54 of these Rules shall be applied in reimbursement of the expenditure in respect of which such grant was made.

(3) All moneys paid to managers in respect of awards made under Number 55 of these Rules shall be paid by them to the pupils in respect of whose proficiency in particular subjects such awards were made.

(4) Subject as hereinafter mentioned, all moneys paid to the managers of any school on account of any grant made under any of the foregoing Rules other than Numbers 47, 52 (a), 53, 54, and 55 shall be applied in such manner as the Board may direct and subject to any direction of the Board, or, in the absence of any such direction, such moneys shall be applied to increasing the remuneration of the teachers of such school.

(5) Where there shall have been a change of teachers or pupil teachers, the Board may make such disposition or dispositions with regard to apportionment of moneys coming within Paragraph 1 or Paragraph 4 of this Rule, or otherwise as shall seem to it to be just under the circumstances, and every such disposition hereunder made shall be binding upon managers.

X.—*Assisted schools.*

59. Numbers 15 and 17 of these Rules shall apply to assisted schools.

XI.—Scholarships.

60. The Board of Education may grant to any child of good character who shall have attended a primary school in the Colony for two years at the least, and who shall have passed a creditable examination in Standard VI., a scholarship of ten pounds a year to enable such child to attend a secondary school or secondary schools, whether in the Colony or elsewhere ;

Provided that no such scholarship shall be granted for any longer period than four years, and that the amount to be payable in respect of such scholarships shall not in any one year exceed fifty pounds ;

Provided also that the Board shall not award scholarships to children of well-to-do persons.

61. Whenever the number of eligible candidates for such scholarships shall exceed the number of scholarships to be granted, the claims of such candidates shall be decided by examination.

62. Every such scholarship shall be tenable only so long as the holder thereof shall attend a secondary school, and remain of good behaviour, and the Board may at any time withdraw or suspend any such scholarship without assigning any reason for so doing.

XII.—Duties of Education Officers.

63. Besides performing the duties specifically or otherwise assigned to him by the Ordinance and the foregoing Rules, the Inspector of Schools shall—

- (1.) In or before the month of November in every year furnish to the Colonial Secretary estimates of expenditure under the Ordinance and Board Rules for the following year ;
- (2.) Pay frequent surprise visits to schools, record the time and results of every such visit in the visitors' book of the school visited, and in the first quarter of every year report to the Board, in writing, upon all surprise visits paid by him to schools during the previous year ;
- (3.) Report to the Board in writing all matters whatsoever which it shall be expedient for the Board to know in order to give full effect to the Ordinance and Board Rules ; and
- (4.) Subject to the Ordinance and Board Rules, at all times act in accordance with any directions that he may have received from the Board.

64. All other Education Officers shall act according to the directions of the Board and subject to any such directions, or in the absence of any such directions according to the directions of the Inspector.

XIII.—Miscellaneous.

65. Every manager and every person authorised with the approval of the Board to act on behalf of any manager of a school may be deemed to be a representative under the Board Rules of the managers of such school.

66. A copy or copies of the Board Rules shall be displayed in a prominent position in every school

SCH

THE STAN

SUBJECTS.	I.	II.	III.
READING ...	To know and be able to point out the letters of the alphabet, capital and small.	To read a short passage from an elementary reading-book, confined to words of one syllable.	To read a short passage from an elementary reading-book, not confined to words of one syllable.
WRITING ...	To write capital and small letters in round hand.	To copy in round hand a line of print.	To write a passage of not more than four lines from the same book, read slowly and then dictated.
ARITHMETIC	Numeration and notation up to 20.	Numeration and notation up to 50. Easy simple additions.	Numeration and notation up to 10,000. Simple addition and subtraction. Multiplication table up to twelve times twelve.
GRAMMAR...			Definitions of nouns and verbs and ability to point out those parts of speech in simple sentences.
GEOGRAPHY			Geographical terms illustrated by diagrams or reference to a map.
HISTORY ...			
PLAIN NEEDLE-WORK (For Female pupils only).			

DULE A.

DARDS.

IV.	V.	VI.
To read a short passage from a more advanced reading book.	To read a passage from a yet more advanced reading book.	To read from any book or periodical selected by the Inspector a passage of ordinary difficulty.
To write from dictation a short passage from the same book.	To write from dictation a passage from the same book.	To write from dictation on paper a passage of ordinary difficulty from a book or periodical selected by the Inspector.
Numeration and notation. Simple multiplication and division. Coinage table.	Tables of weights and measures. The compound rules. Reduction.	Vulgar and decimal fractions. Square root. Simple proportion. Simple interest.
Definitions of the parts of speech. Ability to distinguish the parts of speech in simple sentences.	To parse easy sentences.	Parsing and simple analysis.
The work of the previous Standard. Size and shape of the world. Easy questions on the geography of the West Indies.	Geography of the West Indies. Easy questions on the geography of Europe and America.	Geography of the British Isles. Easy questions on the geography of the world.
Elementary outlines of the history of England to 1066.	Outlines of the history of England from 1066 to 1509.	Easy questions on the history of England from 1509 to the present time.
Hemming, seaming and felling.	Greater proficiency in the work of the previous Standard. Stitching.	The work of the previous Standards. Button-holing, darning and patching.

SCHEDULE B.

THE STAGES.

BRITISH HISTORY AND GEOGRAPHY.

First Stage.

Elementary outlines of the history and geography of the British Empire.

Second Stage.

Outlines of the history and geography of the British Empire.

Third Stage.

History and geography of the British Empire.

ENGLISH LITERATURE AND PHILOLOGY.

First Stage.

To recite 100 lines from some standard poet, and explain the words and allusions. To know the method of forming English adjectives and verbs from each other.

Second Stage.

To recite* 150 lines from Shakespeare, Milton, or some other standard author, and explain the words and allusions. To know the meaning and use of Latin prefixes in the formation of English words.

Third Stage.

To recite* 200 lines from Shakespeare, Milton, or some other standard author, and explain the words and allusions. To know prefixes and terminations generally.

ESSAY-WRITING.

First Stage.

To write intelligently an original anecdote or narrative, occupying from ten to fifteen lines of foolscap paper.

Second Stage.

To write grammatically, and, if required, in the form of a letter, a few simple observations on some subject of common experience.

Third Stage.

To write a theme with perspicuity, and so as to show a fair notion of composition.

LATIN.

First Stage.

Grammar to the end of the regular verbs. Simple exercises in translation.

Second Stage.

The irregular verbs and first rules of syntax. Knowledge of Delectus or other first reading-book. Translation of simple sentences of three or four words from English into Latin.

Third Stage.

Grammar. Caesar de Bello Gallico, Book I.; Virgil's *Aeneid*, Book I.; or any portion, approximately equivalent to one of those books, of any author approved by the Inspector. Somewhat longer sentences to be translated from English into Latin.

* The recitation may not include any matter presented by the candidate in a previous Stage.

GREEK.

First Stage.

Grammar to the end of pure uncontracted verbs. Simple exercises in translation.

Second Stage.

The irregular verbs and first rules of syntax. Knowledge of Delectus or other first reading-book.

Third Stage.

Grammar. Xenophon's Anabasis, Book I.; Homer's Iliad, Book I.; or any portion, approximately equivalent to one of those books, of any author approved by the Inspector.

FRENCH.

First Stage.

Grammar to the end of the regular verbs. Simple exercises in translation from the French.

Second Stage.

Grammar. Translation of easy narrative sentences into English.

Third Stage.

Grammar. Knowledge of some easy French book approved by the Inspector. Translation of conversational sentences into French.

GERMAN.

First Stage.

Grammar to the end of the regular verbs. Simple exercises in translation from the German.

Second Stage.

Grammar. Translation of easy narrative sentences into English.

Third Stage.

Grammar. Knowledge of some easy German book approved by the Inspector. Translation of conversational sentences into German.

SPANISH.

First Stage.

Grammar to the end of the regular verbs. Simple exercises in translation from the Spanish.

Second Stage.

Grammar. Translation of easy narrative sentences into English.

Third Stage.

Grammar. Knowledge of some easy Spanish book approved by the Inspector. Translation of conversational sentences into Spanish.

ARITHMETIC.

First Stage.

Square root, involution and evolution.

Second Stage.

Stocks and shares. Logarithms and their application to compound interest. Annuities.

ALGEBRA.

First Stage.

Notation, addition, subtraction, multiplication, division, greatest common measure, least common multiple and fractions.

Second Stage.

Simple equations involving one unknown quantity. Simple equations involving two unknown quantities. Easy quadratic equations.

Third Stage.

Equations solved like quadratics. Quadratic involving simultaneous equations. Involution. Evolution. Indices and surds.

Fourth Stage.

Ratio, proportion, variation and the progressions.

GEOMETRY.

First Stage.

Euclid, Book I. to Proposition 26.

Second Stage.

Euclid, Books I. and II. Elements of Mensuration (Lengths).

Third Stage.

Euclid, Books I., II., and III. More advanced Mensuration (Lengths and areas).

Fourth Stage.

Euclid, Books IV. and VI. and the definitions in Book V. Mensuration (Lengths, areas and volumes).

TRIGONOMETRY.

First Stage.

The different measurements of angles, and the ordinary relations of their trigonometrical ratios.

Second Stage.

The elementary formulæ connecting the trigonometrical ratios of two or more angles. The theory and application of logarithms.

Third Stage.

Solution of triangles, including the determination of their areas. The determination of heights and distances of inaccessible objects.

MECHANICS.

First Stage.

Bodies at rest (Statics). Definitions. Parallelogram of forces. Centre of gravity. Mechanical powers.

Second Stage.

Matter in motion (Dynamics). Definitions. Laws of motion. Parallelogram of velocities. Direct impact of two spheres.

Third Stage.

Fluids (Hydrostatics and Pneumatics). Definitions. Law of equilibrium of floating bodies. Hydrostatic press. Boyle's law. Air-pump. Common pump. Barometer.

SOUND, LIGHT AND HEAT.

First Stage.

Propagation of sound. Elementary notions of vibrations and waves. Reflection of sound-echoes. Musical notes, simple instruments. Simple explanations of beats and modes.

Second Stage.

Sources and propagation of light. Intensity, shadows and shadow photometer. Reflection, mirrors, refraction, lenses, elementary explanations

of the microscope, camera obscura and magic lantern. Dispersions, prisms. The rainbow, reflecting and refracting telescopes.

Third Stage.

The three modes in which heat may be conveyed from place to place. Effects of heat on solids, liquids and gases. Expansion by heat. Elementary notions of specific heat. Heat produced by mechanical, chemical and vital action.

MAGNETISM AND ELECTRICITY.

First Stage.

Attraction, repulsion and polarity, as illustrated by the magnet. Terrestrial magnetism and the mariner's compass.

Second Stage.

Attraction of light bodies by rubbed sealing-wax and glass. Experimental proof that there are two forms of electricity. Attraction and repulsion. Gold-leaf electroscope. Construction of electrophorus, electrical machine and Leyden jar. Explanation of atmospheric electricity.

Third Stage.

Voltaic or chemical electricity. The voltaic battery and motions of a current.

ANIMAL PHYSIOLOGY.

First Stage.

The build of the human body. Names and positions of the internal organs. The properties of muscle.

Second Stage.

The mechanism of the principal movements of the limbs and of the body as a whole. The organs and functions of alimentation, circulation and respiration.

Third Stage.

The general arrangement of the nervous system. The properties of nerve. Reflex action. Sensation. The organs and functions of touch, taste, smell, hearing and sight.

BOTANY.

First Stage.

Characters of the root, stem, leaves and parts of the flower, illustrated by specimens of common flowering plants.

Second Stage.

Structure of wood, bark and pith. Cells and vessels. Food of plants, and manner in which a plant grows. Functions of the root, leaves and different parts of the flower.

Third Stage.

The distinguishing features of the principal divisions of plants. Comparison of a fern and a moss with a flowering plant. The formation of different kinds of fruits. The structure of a bean and of a grain of rice or corn. The phenomena of germination.

CHEMISTRY.

First Stage.

Elementary and compound matter. Illustrations of combination and decomposition in such bodies as hydrochloric acid, water, oxide of mercury and rust of iron.

Second Stage.

Preparation and properties of the common gases, such as oxygen, hydrogen, nitrogen, and chlorine. The chemical character and constituents of pure air and pure water, and the nature of the impurities sometimes found in both.

Third Stage.

The properties of carbon and its chief inorganic compounds. Differences between metallic and non-metallic bodies. Combination by weight and volume. The use of symbols and chemical formulæ.

TECHNICAL AGRICULTURE.

First Stage.

The principles influencing the supply of plant food in the soil, the necessity for cultivation, and the circumstances making tillage more or less effective.

Second Stage.

The principles regulating the more or less perfect supply of plant food. Manures as supplemental sources of plant food.

Third Stage.

The principles regulating the growth of crops and the variations in their yield and quantity.

PHYSICAL GEOGRAPHY.

First Stage.

The nature of a river or stream, whence it is supplied, and what becomes of it. Evaporation and condensation. Rain, snow, hail, dew and mist. The atmosphere and its composition. Winds. An explanation of the terms "river-basin" and "water-shed."

Second Stage.

The ocean : its extent, divisions, depth, saltness and currents. Action of waves, sea-beaches. The phenomena of tides.

Third Stage.

Form and size of the earth, and its motions. Day and night. The seasons of the year ; how they depend upon the relative positions of the earth and sun. Moon's dimensions and distance. Explanation of her phases. General arrangement of planetary system.

WEST INDIAN MATTERS.

First Stage.

West Indian geography, ethnology and geology.

Second Stage.

West Indian natural history. Outlines of the history of the West Indies.

Third Stage.

West Indian matters generally.

LOGIC.

First Stage.

Terms and their various kinds. The two-fold meaning of terms—in extension and intention. Classification. Propositions and conversions of propositions. Rules of the syllogism. Hypothetical syllogisms. Fallacies in deductive reasoning.

Second Stage.

Inductive reasoning. Observation and experiment. Antecedents and causes of events. Methods of agreement, difference and variation. Reasoning by analogy. Fallacies in inductive reasoning.

SHORTHAND.

First Stage.

To show an acquaintance with the first fifty exercises of Pitman's Phonographic Teacher, and to be able to read and write any piece with ease in the learner's style.

Second Stage.

To show an acquaintance with Pitman's Phonographic Teacher, and to be able to read and write with tolerable ease any piece in the corresponding style.

Third Stage.

To be able to read any portion of "Self-culture," to know "The Manual," and to be able to write from dictation in the reporting style.

BOOK-KEEPING.

First Stage.

Single entry.

Second Stage.

Double entry.

FANCY NEEDLEWORK.*

First Stage.

Simple crochet. Cross-stitch samplers. Outlining in crewels.

Second Stage.

Advanced crochet. Crewel work. Wool work. Braiding. Knitting, simple.

Third Stage.

Advanced kinds of all the matters included in Stage II. Embroidery of all kinds. Lace work. Knitting socks or stockings.

SCHEDULES C.—F.

(VARIOUS FORMS) OMITTED.

* For female pupils only.

SCHE

STANDARD OF EXAMINATION

READING.	WRITING.	ARITHMETIC.	GRAMMAR AND COMPOSITION.
To read with a distinct utterance, due attention to punctuation and just expression.	To write text hand and small hand well. To write well from dictation.	Arithmetic generally.	A good knowledge of grammar. Parsing and analysis. To paraphrase any passage selected from an advanced reading-book. To write prose upon any simple subject.

SCHE

STANDARDS OF EXAMINATION

SUBJECTS.	I.
READING AND REPETITION	To read with intelligence and expression any passage set by the Inspector. To recite 50 lines of poetry.
WRITING AND COMPOSITION.	To write in a good hand any passage dictated by the Inspector.
ARITHMETIC . . .	Fractions. Square root. Practice. Simple and compound proportion. Simple interest.
GRAMMAR . . .	The accidence. Parsing.
GEOGRAPHY . . .	Europe and America.
HISTORY . . .	History of England to 1485.
TEACHING . . .	To be able to conduct a class in reading and writing.

* The recitation may not include any matter presented by the candidate in a previous

SCHEDULES I. J.

DULE G.

FOR TEACHERS' CERTIFICATES.

GEOGRAPHY.	HISTORY.	SCHOOL MANAGEMENT.
The world generally. Specially the geography of the British Empire.	General questions in English history. Simple questions upon the growth and development of the British Empire.	General questions on methods of teaching elementary subjects. Class formation, class teaching, school furniture and apparatus and their uses. Schemes of lessons. School organization and discipline. To teach a class in the presence of the Inspector, where practicable, if required. The education law of the Colony.

DULE H.

FOR PUPIL-TEACHERS' CERTIFICATES.

II.	III.
To read with increased intelligence and expression any passage set by the Inspector. To recite 100 lines of poetry.*	To read with intelligent appreciation and a fair degree of style any passage set by the Inspector. To recite 50 lines of poetry* and 50 lines of prose.
To write the substance of matter read by the Inspector.	To write so as to show a fair notion of composition a short theme on any simple subject set by the Inspector.
More difficult questions on the same subjects.	The work of the previous standards, discount and profit and loss, with a general knowledge of the principles of averages and percentages.
The syntax. Analysis.	General questions in grammar. Parsing and analysis.
Asia and Africa.	The world generally.
History of England from 1485 to the present time.	History of England.
To be able to conduct a class in arithmetic and answer simple questions on the mode of teaching that subject and reading and writing.	To be able to conduct a class in grammar or geography and to give without book a lesson on some set subject prepared beforehand.

standard.

(FORMS) NOT PRINTED.

APPENDIX C.

THE EDUCATION ORDINANCE, 1903.

No. 2 of 1903.

SAINT VINCENT.

AN ORDINANCE TO CONSOLIDATE AND AMEND THE LAW
RELATING TO PRIMARY EDUCATION.

3rd June 1903.

Be it enacted by the Governor with the advice and consent of the Legislative Council of Saint Vincent as follows:—

Short title,
Interpreta-
tion.

1. This Ordinance may be cited as "The Education Ordinance, 1903."

2. In this Ordinance—

"The Board" means The Board of Education constituted under this Ordinance.

"Inspector of Schools" means any officer appointed by the Governor to inspect and examine schools and to perform such other duties as may be imposed upon him by this Ordinance or otherwise assigned to him by the Governor.

"Education Officer" means any officer appointed by the Governor to inspect and pay surprise visits to schools, and to discharge such other duties as may be imposed upon him by this Ordinance or otherwise assigned to him by the Governor.

"The Code" means the Code of regulations for Primary Schools in force for the time being under the provisions of this Ordinance.

"School" means a School for Primary Instruction as classified in this Ordinance.

"Teacher" includes an Assistant Teacher and a Pupil Teacher and a Sewing Mistress in a School.

"Manager" means a person recognised under the provisions of the Code as having the control and management of a School.

The Board of Education.

Constitution
of Board of
Education.

3. (1) There shall be established a Board to be called The Board of Education.

- (2) The Board shall consist of the Governor as President and of such other persons being not less than four in number as he shall appoint to be Members thereof.
- (3) The Board shall be appointed annually in the month of January and such appointment shall be valid until the 31st day of January of the succeeding year unless a new Board has been previously appointed: provided that any vacancy occurring during the course of the year may be filled by a new appointment.
- (4) If any member of the Board shall absent himself from the colony for a longer period than one month without the permission of the Governor being first obtained his seat shall *ipso facto* become vacant.
4. The Chief Clerk in the Government Office or such other person as the Governor may appoint shall be Secretary to the Board. Secretary to Board.
5. The Governor may at any time summon a meeting of the Board. So far as possible notice of all meetings of the Board shall be issued by the Secretary to members three days before the day fixed for the meeting. Meetings of the Board.
6. The President and three other members of the Board shall form a Quorum. When the votes are equal the President shall have an additional or casting vote. Quorum.
7. The Governor may in the event of his being unable to attend a meeting of the Board appoint a member of the Board to act as Vice-President. The Vice-President shall have the powers of the Governor as President. Appointment of Vice-President.

The Inspector of Schools and Education Officers.

8. The Governor may from time to time appoint such persons as he thinks fit to be Inspector of Schools and Education Officers. Appointment of Inspector of Schools and Education Officers.
9. The duties of the Inspector of Schools shall include—
 - (a) The Inspection and Examination of Schools.
 - (b) The administration in accordance with the provisions of the Code and the decisions of the Board, of the Annual Grant, and the control and management of the Government Schools in accordance with the provisions of the Code.
 - (c) All other duties imposed on him by this Ordinance or otherwise assigned to him by the Governor.Duties of Inspector.
10. The duties of the Secretary of the Board shall be—
 - (a) To issue Notices of Meetings.
 - (b) To keep the minutes of meetings of the Board.
 - (c) To conduct the correspondence of the Board.
 - (d) In the absence of the Inspector of Schools from the Colony, so far as the Governor may direct, to exercise and discharge such powers and duties as the Inspector is by this or any enactment or otherwise empowered or required to exercise or discharge.Duties of Secretary.
11. The Education Officers shall discharge such duties as are imposed upon them by the Code or otherwise assigned to them by the Governor. Duties of Education Officers.

Expenses and Management of Schools.

12. Such sum as may be annually provided by the Legislative Council shall be at the disposal of the Board for the purpose of carrying out the provisions of this Ordinance, which sum is herein referred to as "The Annual Grant." Annual Grant.
13. (1.) The Board shall have power from time to time to make regulations and when necessary to vary or annul the same :—
 - (a) For the general management and control of schools and the Power to make Regulations.

instruction to be given in them and for regulating the system of appointment and payment of Teachers :

(b) With regard to the charging and collection by Teachers of fees in respect of pupils attending the schools :

(c) Generally for giving effect to the provisions of this Ordinance.

Regulations
to be laid
before Legis-
lative
Council.

(2.) A copy of any regulations so made shall be laid before the Legislative Council at its next meeting, after the passing of them.

(3.) The Board shall also have power to issue such directions with regard to any school in any particular case not covered by such regulations as shall seem to the Board to be necessary.

Classification of Schools.

Classification of Schools. 14 Schools for primary instruction shall be divided into classes as follows :—

(1) Schools already or hereafter established in buildings belonging to or rented by the Government of the Colony or by the Board, and the expense of the maintenance of which schools is defrayed entirely from the Annual Grant, hereinafter called "Government Schools."

(2) Schools already, or hereafter, with the approval of the Board, established by local managers in buildings controlled by such managers, and the expense of the maintenance of which schools, exclusive of school furniture, is defrayed entirely from the Annual Grant, hereinafter called "Denominational Schools."

(3) Schools established and maintained by local managers towards the expense of the maintenance of which the Board may deem it desirable to contribute, hereinafter referred to as "Aided Schools."

General.

Appointment of Managers. 15. The Governor shall from time to time appoint such persons as he may deem fit to be respectively the managers of the different Government Schools.

Establishment and maintenance of Schools. 16. (1) The Board may wherever it considers the necessity for so doing to exist :—

(a) With the approval of the Governor-in-Council establish a Government School in any District ;

(b) Approve the establishment of a Denominational School in any District ;

(c) Contribute to the expense of the maintenance of any such school as is defined in section 14 (3) hereof ;

and in every such case the Board may if it shall see fit withdraw the support so given.

(2) The Board is also empowered to expend the Annual Grant :—

(a) In giving assistance towards the erection purchase hire and repair of buildings used or intended to be used for school purposes.

(b) In furthering the intelligent teaching of the principles of Agriculture in the Schools ; and

(c) Generally in advancing the cause of Education throughout the Colony.

Religious
Teaching no
part of in-
struction.

17. Religious Teaching shall not form part of the instruction to be given at any Government School, but every Minister of Religion or person appointed by him shall have free access to all Government Schools for the purpose of giving religious instruction to the children of the religious denomination to which the Minister belongs at such hours as may be agreed on between the Minister and the Board,

18. (1) The Board shall meet twice in each year in the months of March Meetings of and September for the despatch of general business and at any other times Board. when duly summoned.

(2) At the half-yearly meeting in September a detailed statement, which it shall be the duty of the Inspector to prepare beforehand, shall be submitted and considered by the Board of the probable expenditure from the Annual Grant during the twelve months commencing 1st September which, on settlement and approval by the Board, shall be laid before the Legislative Council at its next meeting.

19. "The Education Ordinance 1893 " is hereby repealed. Provided Repeal. that until new rules are brought into operation under this Ordinance the Rules made under the repealed Ordinance shall remain in full force and effect.

Passed the Legislative Council the 27th day of May, 1903, and published in the Government Gazette this 3rd day of June, 1903.



**THE
SYSTEM OF EDUCATION
IN THE
ISLAND OF ST. HELENA.**

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THE SYSTEM OF EDUCATION IN THE ISLAND OF ST. HELENA.

The island of St. Helena was discovered by a Portuguese Commander, Introduction
on St. Helena's day (May 21st), 1502. The Portuguese made no
permanent settlement on the island, which passed in 1651 into the
possession of the East India Company. It remained in their possession
till it was converted into a Crown Colony in 1834.

The system of education in the Island of St. Helena is mainly Ordinance
founded upon an Ordinance by the Governor (H. R. Janish, Esq.) of 1874.
enacted in the year 1874. Under this Ordinance provision is made
for bringing the benefits of education within the reach of the
poorer inhabitants of the Island, through the agency of several
administrations.

At the present time schools are provided and maintained by
Government, by the Benevolent Society, and by the Hussey Charity.
The Government supports four schools, the Benevolent Society
two, and the Hussey Charity three.

Under the Ordinance of 1874 it is enacted that "It shall be the
duty of every parent to provide elementary education in reading,
writing and arithmetic for his children; and for that purpose the
parent of every child, not being less than nine or more than twelve
years of age, residing within the Island of St. Helena, shall cause
such child to attend school, unless there shall be a reasonable cause
for non-attendance."

This Ordinance has since been modified by a series of Rules put Rules
forth by the Governor, W. Grey-Wilson, Esq., on the 1st of April, 1st April,
1887. By these rules children between the ages of three and 1887.
fifteen years may be entered on the school books. Religious instruc- Religious
tion is not compulsory for those who avail themselves of the "con- Instruction.
science clause." Provision is made in the Ordinance for the general
management of the schools.

Three of the Government Schools are situated in Jamestown, Present
and one in the country, near Plantation. These are entirely sup- Schools.
ported by the Government, but small fees are charged, which,
however, in the case of poverty can be remitted. The Benevolent
Society supports one school in Jamestown, and one at the southern
end of the Island at Sandy Bay. For these two schools the Colonial
Government makes an annual Grant-in-Aid to the extent of £30.
The Rebecca Hussey Charity provides and entirely maintains three
schools, one in Jamestown, one at Half-tree-hollow (a district
midway in the Island from north to south), and the third at
Longwood on the eastern side. The Hussey Charity's provision is for
the education of natives—those who are born on the Island, of any

nationality other than European, but European children are not prohibited from attendance when there is sufficient room for them on the roll. The Charity provides for a religious education on the basis of the faith of the English Church.

It will thus be seen that there are nine schools in the Island, situated in convenient places of access for the children.

The subjects taught in the Government schools, and also in those of the two Charities mentioned, are so taught on a graduated scale, and regulated as far as possible by the Government "Standards." In only one school, viz., the Government Girls' School, is the highest standard (the Sixth) attained. The scheme set out in the year 1887, and in force now, though somewhat added to in later years, is as follows:—

The following subjects shall be taught:—Reading, writing, dictation, geography, English history.

To girls, plain needlework.

To boys (in the country), gardening.

Standards of Examination:—

Standard I.—Reading, narrative in monosyllables; writing on slate, figures and monosyllables; arithmetic, simple addition and multiplication table.

Standard II.—Reading, narrative from an elementary book; writing, dictation from the same book; arithmetic, examples from the simple rules.

Standard III.—Reading, fluently and correctly; writing, dictation; arithmetic, to compound rules; geography; English history.

In addition, Holy Scripture.

The poorer population of the Island consists mainly of coloured people, who are scarcely, as yet, sufficiently appreciative of the benefits of education, and therefore there is a somewhat serious irregularity of attendance. This difficulty, however, is being gradually overcome, and some fairly good results are shown at the inspections. There are two Inspectors of Schools, who visit and examine the children from time to time.

Under the Ordinance of 1874 provision is made for the appointment of a school Attendance Officer, but in the country districts the people are so widely scattered among the mountains that it is very difficult to secure regular attendance. After the age of ten years children are exempt from school attendance on passing a simple examination provided for in the Ordinance.

The teachers are necessarily untrained, as they are drawn from the inhabitants. But His Excellency the Governor is desirous, should a suitable vacancy occur, of procuring a trained teacher from England, part of whose duty it shall be to instruct the teachers

Subjects of
Instruction.

Attendance
and Inspec-
tion.

Teachers.

who need help in the art and science of teaching. This would be of the greatest use, and would gradually insure a better system of instruction which could not fail to produce good results.

There is no provision in the Island for any Secondary or Higher Education. The paucity of children requiring such education, and the scattered character of the population, renders any organised provision of this kind impossible. This is a great drawback, but it is unavoidable, and education of a more advanced order must be left to private enterprise and arrangement.

A school is provided by the Military Authorities for the children of the garrison Garrison School.

ALFRED PORTER,
Inspector of Government Schools.

April, 1902.

Note.—The following extract is taken from the Governor's report for 1903. (Colonial Reports—Annual. No. 420. St. Helena. Report for 1903.)

An Ordinance was enacted early in the year "to secure to children in the Island the benefits of Elementary Education." This Ordinance repealed the old Education Ordinance of 1874, which was not in keeping with ordinary requirements. The new Ordinance made attendance at school compulsory, but owing to the want of funds it was not found practicable during the year to appoint the necessary "attendance officers," who would see that the terms of the Ordinance were rigidly enforced. The Ordinance referred to was eventually repealed by an improved Ordinance, which, however, did not come into force until January 1st, 1904. I look for a great improvement in the Education Department generally, when this new Ordinance becomes law. The standard of excellence must be a low one unless compulsory attendance is enforced.

THE SYSTEM OF EDUCATION IN CYPRUS.

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THE SYSTEM OF EDUCATION IN CYPRUS.

I. INTRODUCTION.

Before the occupation of Cyprus by the British in the year 1878, State aid and State recognition of education were confined to the Moslem population ; such Christian schools as were permitted being supported entirely by voluntary contributions. The Turkish Government made an annual grant amounting to £500, which was distributed among certain Moslem schools in accordance with the recommendations of the Medjliss Idare* in each District of the Island ; although, in practice, the amount paid annually to each school remained fixed, since there was no organised system of inspection of schools.

The earliest reports by the first British Commissioners of Districts of the Island, for the year 1879, give the following particulars concerning the schools, Moslem and Christian, then existing in the districts of Famagusta and Nicosia. Reports of
British
Commission-
ers in 1879.

In Famagusta there appear to have been eight Moslem schools, all supported by the Evkaf,† at an average annual cost of £7 10s. each, and all recognised by the Government, giving education to about 250 children. There were ten Christian schools, unaided by Government, educating about 350 children in reading, writing, and arithmetic, and in sacred history. No details are supplied as to the efficiency of the instruction given ; but it is noticeable that the salaries of the masters appear to have been generally hopelessly in arrears, and, in many cases, the masters either went on teaching from pure love of the work, or else frequently closed their schools.

In the same year the Commissioner of Nicosia wrote : “ The subject of education is at present under consideration, and I hope that the schools in the town of Nicosia will eventually come under the municipal authorities. . . . There are only four Christian schools. I have found them always well attended, clean, and in good order. The Archbishop and his priests appear to take great interest in their well-being. In the principal school of St. Jean there appears to be an earnest desire on the part of all to raise the standard of education. English, French, and German languages are taught ; and, in the schools for the younger pupils, boys as well as girls are instructed in subjects which will be of use in after life, and which tend to raise the moral standard of the scholars.

“ The Moslem schools are also under the supervision of their religious authorities. The principal subject of education is the

* District Councils, partly elected and partly composed of local officials and dignitaries.

† The Board administering Moslem religious foundations. Evkaf also signifies the religious properties themselves.

recitation of the Koran ; many improvements are desirable. The principal school for older boys is but poorly attended, and at present there are but twenty-five scholars. The proper attendance ought to be 150. The remaining schools in the town are all poorly attended, and the less said about them the better."

The writer goes on to add that many of the leading Moslem gentlemen of Nicosia were anxious to raise the standard of their schools, and desirous that really useful subjects should be taught.

From details given it appears that in eight of the fifteen Moslem schools in the town of Nicosia nothing at all was taught beyond the recitation of the Koran ; while only one professed to teach anything more than the elements of reading and writing. Only one of these schools was subject to any form of inspection, this exception being a school belonging to and supported by the Evkaf, which was visited annually by a member of that body.

The four Christian schools, on the other hand, seem to have given a far more liberal education, embracing in all cases arithmetic, geography, and ancient Greek. They were supported mainly by the Church, which contributed annually £1400,* voluntary subscriptions and school-fees, making up the total to £1700. These schools were inspected by the Archbishop, and numbered 622 scholars of both sexes.

These reports, written at the close of the first year of the occupation of Cyprus by the British, if they may be taken, as I think they may, to represent a fair view of the state of education in the Island under Turkish rule, call up a vivid picture of the contrast between the two races ; the Moslems, conservative, contented with little, but with some organisation ; and the Christians, eager after some new thing and alive to the advantages of a liberal education, but hampered in their schemes by want of proper arrangements to secure the working of their schools, or even the payment of the salaries due to the schoolmasters.

The Sanitary Inspector, in his report for the year 1880, states that he examined a large number of schools and is glad to testify to the large, well-ventilated rooms set apart for this purpose by the Christian portion of the population. The Moslem schools were, on the other hand, generally overcrowded and badly ventilated.†

This, then, was the problem that confronted the Rev. J. Spencer on his appointment in 1880 to the Directorship of Education ;

* The present sterling value of a Turkish pound of 100 piastres is 18/-.

† The following statement of the number of Elementary Schools found in existence in the year 1879 is taken from reports of Commissioners dated November, 1879 :—

Nicosia District	Moslem 28	Christian 21
Larnaca "	" 8	" 12
Famagusta "	" 8	" 10
Limassol "	" 4	" 20
Papho "	" 12	" 12
Kyrenia "	" 5	" 8

to introduce, on the one hand, a proper system of local management for the Christian schools ; and on the other to eradicate gradually the old methods prevailing in the Turkish schools, and to induce the masters to adopt a reasonable system of teaching.

A circular letter* was therefore sent to every village in the Island, recommending a system for general adoption, showing what should be the duties of local school committees, and especially explaining the objects of the grant-in-aid offered by the Government and the conditions under which they might be applied for. This letter led to the election of local committees in several places for the management of the schools, and to a certain number of applications for aid, which, in nearly every case, was granted.

Circular
Letter to
Schools.

During the year Mr. Spencer visited sixty-four villages, besides the town schools of Nicosia and Larnaca, and reported favourably upon a few of the Christian schools which he inspected, but he wrote: "It is impossible to speak of the Moslem village schools as anywhere satisfactory, though the masters are in most cases diligent and laborious teachers of the very hard lessons the children are required to learn from their earliest years. They begin at the wrong end in their teaching, and, as most of the children are taken away at an early age to work with their parents, the result is that many of them never arrive at the beginning—never learn to read and write Turkish at all."

The result of the circular letter mentioned above, and of the encouragement and stimulus given in the villages by this first tour of inspection, was that applications for aid were received by the Government from thirty-four Elementary Schools, seventeen Moslem and seventeen Christian, which aid was in nearly every case granted. The total amount expended by the Government in this year (1881) on the village schools of Cyprus was £333, part going to improve the school buildings, where such help was absolutely necessary, and part to the payment of the masters ; seventeen new schools appear to have been established in different villages during the year.

The system by which the Government at the present day controls the education of the Island has been a gradual growth, springing, in the first instance, from the needs of the system discovered in these preliminary tours to be already in existence ; and its aim has been rather to graft on to the existing stock order and management in a spirit conforming to modern needs, leaving the actual control of the schools in the hands of local committees in each village, than to introduce a new and ready-made system. Especially has this been necessary in the case of the Moslem schools, whose close connection with the Mosques and their religious institutions rendered it difficult to offer aid under conditions which could be applied to the Christian communities.

* A copy of this letter will be found in Appendix B.

Suggestion
to form a
Central
Education
Board.

In a despatch to the High Commissioner of Cyprus, dated the 10th June, 1881, the Earl of Kimberley, in discussing Mr. Spencer's proposals, suggests the formation of a Central Board of Education to help the High Commissioner in dealing with the question of education, considering that such a Board would be likely to obtain for the Government the confidence of the school managers; for this would appear at first to have been a somewhat difficult matter. In his reply to this despatch, the High Commissioner, pointing out that the great difference between the systems of education, language, and habits of the two races, Christian and Moslem, made it impracticable to join them on the same Board for educational purposes, proposed rather to form two Boards, one for the Christians and the other for the Mahommedans, but both to be presided over by the Director of Education. But in a later letter, written at the end of November, 1881, the Earl of Kimberley declares that the finances of the Island will not permit of the establishment of a separate Education Department, and that the Board or Boards must, therefore, be constituted under the Chairmanship of the Chief Secretary, and the correspondence connected with educational matters be conducted through the Chief Secretary's office.

Mr. Spencer was thus relieved of the administrative part of the work which usually devolves on the Director of Education, and was enabled to devote himself entirely to the work of organising and inspecting the schools, and to his duties as an official member of the Boards of Education.* At the same time his official title was changed to "Inspector of Schools."

Suggestion
to form Local
Boards.

At the close of the same year the Christian community, headed by the Church, addressed a petition to the Secretary of State, in which, among many other matters, they referred to the question of education. They proposed that Local Boards should be formed in each District, on lines similar to those of the proposed Central Boards; elected by the inhabitants, presided over by the Bishops of the several provinces, and inspected by the Commissioners of the Districts. They also proposed that the Council should enact a complete system of education for the Island, which should be carried out by the Boards.

These suggestions, which were warmly approved by the High Commissioner and by Mr. Spencer, were subsequently embodied in the Education Law.

Report of
Mr. Fairfield,
1883.

The next event of importance to the cause of education in Cyprus was the visit to the Island, in 1883, of Mr. E. Fairfield, of the Colonial Office, who was sent out to confer with the High Commissioner on the finances and administration of the Island. In his report he calls attention to the disproportionate amount spent upon Turkish schools as compared with that devoted to the Christians. The Moslems, who form but one-fourth of the total population, had been

* Mr. Spencer's position was afterwards modified by the Education Law of 1895.

annually granted a sum three and a half times as great as was given to the Christian schools. It was obviously desirable to remedy this, and in a despatch dated the 11th May, 1883, Lord Derby proposed that the total sum available for grants-in-aid of the schools should be divided into two parts, three-fourths being annually appropriated for the Christian schools, and one-fourth for the Moslems; and this proportion, in spite of the protests, based upon ancient custom, which were made by the leaders of the Moslem community, has since been adhered to.

II. PRESENT SYSTEM.

The present system, which was thus gradually evolved from the old, received definite shape and sanction by the passing of the Education Laws of 1895 and 1897.

A. PRIMARY SCHOOLS.

Elementary Education is now administered under the Laws of 1895 and 1897. (See Appendices C and D.) Administration.

The bodies which carry out these Laws are :—

- (a) The Village Committee.
- (b) The District Committee.
- (c) The Board of Education.

In May of each year the High Commissioner prescribes by notice in the Gazette the villages which shall be compelled to support a school during the ensuing school year, from September to July.

(a) The Village Committee in any village thus prescribed to support a school is elected directly by the tax-paying inhabitants every year at a meeting summoned by the Mukhtar.* Its duty is to appoint or dismiss the Teacher, to fix his or her salary, and to assess the sum required for salary and general school maintenance among the resident tax-paying inhabitants of the village. These "school fees" are afterwards collected by the Government Tax-Collector and paid into the District Treasury. Appeals from decisions of the Village Committee lie, in certain cases, to the District Committee. The Village Committee.

(b) A District Committee for each of the six Districts into which the Island is divided for purposes of general civil administration, is elected every two years by the villages which support schools in the District, by a method of indirect election, the Commissioner of the District being Chairman *ex-officio*. The District Committee.

Its functions are to supply any omissions of Village Committees; to hear appeals from their decisions; and every year to submit to the Board of Education a list showing the villages in their district which in their opinion should be compelled to support schools during the ensuing school year.

* The Mukhtars are the elected Headmen of the different villages.

The Board of
Education.

(c) The Board of Education is also chosen every two years, and consists of (i.) certain *ex-officio* members of native communities; (ii.) a member elected by each District Committee; (iii.) members elected by the Legislative Council from among its own members; and (iv.) the Chief Secretary to the Government who is *ex-officio* Chairman of the Board. The Inspector of Schools is not a member of the Board, but has a right to be present at its meetings, and to give his opinions whenever he is asked or wishes to do so.

The duties of the Board of Education are to hear appeals from decisions of the District Committees; to consider the recommendations of the District Committees; and to advise the High Commissioner what villages shall be prescribed to support schools during the ensuing year; and generally to deliberate on matters connected with education, and to recommend to the Government the grants-in-aid to be allowed to each school.

Thus it may be said that the onus of maintaining and managing its school is thrown on each village, and it is only when the Village Committee fails to perform its duties, or when disputes arise, that the higher authorities intervene.

Work of the
Boards.

In practice the Boards of Education and the District Committees meet twice or three times a year with reference to the distribution of grants, the prescription of schools and the appointment of masters. Smaller questions that arise from time to time are settled either locally by the Commissioners, or after inquiry and report of the Inspector of Schools, by the High Commissioner.

The
Religious
Question.

All schools are strictly denominational, but it should be noted that as the population of the Island is divided almost exclusively between the Greek Orthodox and the Moslem religions (in the proportion of about three to one), the school system of the Island is dual. Thus there are two Boards of Education, Christian and Moslem; two Committees in each district; and the school in each village is prescribed to be either Greek-Christian or Moslem; or, in the case of a few villages, two schools are ordered.

The schoolmaster of any school must be a member of the form of religion taught in the school; and no member of one religion can take any part, by voting or otherwise, in the management of a school belonging to the other religion, nor can he be assessed for its support. The Mahomedan schools are controlled and paid for exclusively by Mahomedan taxpayers, and the Greek Orthodox by the Greek Orthodox taxpayers.

The membership of other religious bodies is so small that it may be neglected in a general survey; but no one can be assessed (i.e., for local, not general taxation) for the support of a school belonging to a religion of which he is not a member. The High Commissioner is empowered to reserve a certain part of the vote in aid of schools as a grant to assist schools other than Moslem or Greek-Christian; but only five schools, with but few children, come under this provision. Dissent, as understood in England, is unknown in Cyprus.

In the year 1898, the Christian Board of Education appointed a Committee, consisting of the headmaster and four assistant masters of the Gymnasium, an elementary schoolmaster, and an Assistant of the Inspector of Schools, under the presidency of one of the members of the Board of Education, empowering them to draw up regulations for the Public Elementary Schools of Cyprus, and an analytical programme of the lessons to be taught therein.

These when completed received the sanction of the Board, and have been adopted in all the Elementary Schools of the Island. They contain very minute directions, based on the "New Method" of teaching as enforced at the Teachers' classes at the University of Athens, prescribing with great exactness the courses of lessons, the hours at which each shall be given, and the methods which the master shall employ in teaching and questioning the pupils.

The whole curriculum is divided into two parts or courses which are taught in alternate years ; the subjects are as follows :—

Religion, including the Catechism, prayers, religious poems, the history of the Old and New Testaments, and the geography of the Holy Land.

The Greek Language, under which are included reading, grammar, dictation, writing, and object lessons. In some schools, with more than one master, classical Greek is taught, and, generally, the Anabasis of Xenophon is the work chosen.

Mathematics : Arithmetic and geometry.

Natural History and Philosophy

History.

Geography.

Singing : Taught purely by ear.

Caligraphy.

Gymnastics : Including drill, and, where there are any appliances, exercises on parallel and horizontal bars.

The full course lasts for six years, and pupils are not to be taken below the age of six years.

There are six classes, the lowest or first class being generally divided into two parts. Every pupil is expected to be promoted into the next higher class at the close of each year, unless he has failed to attend regularly, or is exceptionally dull.

The day's work consists of seven hours, except on Saturdays, which are half-holidays. The week's work thus amounts to forty hours, for all pupils alike.

The schools are closed for two months in the summer, and twenty-nine other days. Feasts of the Church are ordered to be observed as school holidays.

Examinations.

Public examinations of the pupils are held in many of the schools, in the presence of the Village Committee of Education, the village priest, and any other influential villager who may wish to attend.

Discipline.

Discipline is maintained in the schools with the aid of certain authorised punishments for infringement; reprimands, solitary detention, reprimands in the presence of parents, temporary removal from class or school, and, in extreme cases only, by expulsion. Corporal punishment is not authorised.

Attendance.

Attendance at the Elementary Schools is entirely voluntary. There are no school fees, but each village prescribed to support a school is taxed by local assessment for its maintenance, and sometimes two or more villages are grouped together to support a school in common. Small school fees, however, are charged to children who belong to a village not assessed for the maintenance of the school which they attend.

Teachers' Qualifications.

The qualifications necessary for those who would serve as Elementary School Masters in Cyprus, the manner of their appointment, and the collection and payment of their salaries are regulated and provided for by the Education Law of 1895, amended by the subsequent Law of 1897.

These are substantially the same for both Moslems and Christians.

A Board of Examiners is appointed from time to time by the High Commissioner, whose duties are to examine such persons as apply to be examined, with a view to testing their general knowledge and their competency to teach according to the "New Method" of teaching. The names of those who are successful are reported to and registered by the Inspector of Schools, and certificates are then issued to them authorising them to teach in any of the Elementary Schools of the Island. They are classified by the Board of Examiners in three classes, but this distinction is in the main honorary, since the salaries and positions of school teachers are not necessarily fixed with reference to the class of certificate held by them. A teacher may apply to be re-examined, after the lapse of two years, with a view to passing into a higher class.

Certificates are also issued to those who hold a diploma or certificate that he has passed through the full course of education in the training branch of the Cyprus Gymnasium or at some recognised training school for teachers.

Teachers must be eighteen years of age, and, if Christians, members of the Orthodox Greek Church.

These regulations do not apply in the case of masters appointed to teach foreign languages.

Any school appointing a master who does not hold these necessary qualifications cannot receive a Government grant-in-aid.

The standard of examination is at present a very low one, and does not necessarily require any teaching experience. This

question will probably receive the attention of the Government in the near future. In spite, however, of the low standard exacted, the supply of teachers is scarcely adequate to meet the demand; and this may be attributed to the fact that the salaries usually offered are not large enough to attract able men from other occupations.

Teachers are appointed by the Village Committees for one year only; and, since the Village Committees are themselves elected annually, and the elections turn on questions of politics foreign to education, constant changes of masters are the natural result. The beginning of the school year witnesses a general system of intrigue and haggling for salaries between masters and villages, injurious to the interests of the masters, whose under-bidding of one another for desirable posts in the neighbourhood of their own homes has, in one case at least, reduced the salary actually given as low as £4 10s. for the year, the education of the children being thrown meantime into the melting pot. Appointment.

If, in this game of general post, a village fails to secure a master for its school before the 25th August in each year, the District Committee is then empowered to supply the deficiency. At present about 75 per cent. of the teachers are appointed by the Village Committees, 20 per cent. by the District Committees, before the commencement of the school year, leaving about 5 per cent. to be found in some way or another after considerable delay. Some schools thus remain unopened for two or three months, and a few fail altogether, owing to some of the masters retiring in disgust to other occupations.

For the last few years, in consequence of the increase in the number of schools without a corresponding increase in the amount available for Grant-in-Aid provided in the Estimates, the emolument of the teachers has been diminishing. This is much to be regretted, as it is very discouraging to the masters, who, on the whole, fulfil their duties with zeal and faithfulness, and, if continued, must result in lowering the standard of school teachers.

The draft of the Education Bill at present before the Council contains provisions designed to remedy these defects.*

No regulations have been drawn up by the Moslem Board of Education for the instruction given in Moslem schools. Moslem education is very closely connected with religion, and many traditions exist among the Hodjas.† A programme is usually adopted on the advice of the Inspector of Schools, and a great improvement in the character of the secular instruction given is taking place. The subjects taught are the reading and chanting of the Koran and the repetition of the religious code "Ilmihal," reading and writing of the Turkish language, some Ottoman and

* This Bill is still under the consideration of the Council.

† A "Hodja" is a priest engaged in teaching. The schools are generally in connection with a Mosque, where the Hodja serves in his priestly capacity.

general history and geography, the four rules of arithmetic, more elaborate processes being taught in but few of the schools, and, for the higher classes in some schools, a little Arabic and Persian. There are usually five standards or classes; in some schools a sixth is added for more advanced pupils learning the Arabic and Persian languages. Children begin to attend school at a very early age (according to tradition education should commence at the age of four years, four months and four days), and the large proportion of very small children is a great obstacle in most schools to the efficiency of the instruction that can be given by an unassisted master. In some of the larger schools an attempt is being made to supply an assistant master to have sole charge of the small children. In many cases the teacher delegates the care of these babies to the other pupils, and both discipline and progress suffer by the system. There is no recognised system of pupil teachers; but sometimes a young man, desirous of qualifying as a Hodja, will assist a village schoolmaster in the management of his school in return for instruction given to him out of school hours.

Attendance. Attendance at school, as with the Christians, is voluntary and frequently very irregular.

Teachers' Qualifications. The regulations for the qualifications and appointment of Moslem teachers are substantially the same as for the Christians. A Moslem Board of Examiners, appointed at the discretion of the High Commissioner, issues certificates to those who pass its examinations. These, too, are divided into three classes, but again the class in which the master is registered makes little difference to him. Masters in Cyprus are not classified in grades as assistant or head masters. Diplomas from the Rushdie (now Idadi) school of Nicosia, or from one of the superior schools in the Turkish Empire, known as "Mektebi Idadi," or "Darul Muallimin," are accepted as qualifying for teaching in the Elementary Schools of Cyprus. Teachers must be members of the Mahommedan religion, and not less than eighteen years of age.

Appointment. They are appointed in precisely the same way as the Christian masters; but changes are perhaps rather less frequent among them. The village schoolmaster generally combines with his proper duties those of Imam of the village mosque, and this tends to produce greater fixity of tenure, especially among such a conservative people.

Finance, Village Schools. Village Elementary Schools are supported from two sources—(a) local taxation, and (b) general taxation.

(a) **Local Taxation.**—The Village School Committee fixes the salary of the teacher, and what amount, if any, is required for rent, furniture, or "maintenance." It makes a division of these sums among the resident taxpaying inhabitants, according to their means. This assessment is subject to appeal in certain circumstances. The amount thus assessed is collected by the Tax-collector of the District, with the other taxes, during the year. In the

meantime the Government advances the sum for maintenance, etc., to the Committee, and pays to the master his village salary in five bi-monthly instalments.

In this way the teacher obtains his salary regularly, and the villagers pay their contribution in the least irksome manner.

Since there are no banks and few post offices paying money orders in the villages, and a journey to the nearest town on a mule would involve the waste of at least a day, the following plan has been adopted. The Inspector of Schools prepares cheques for the teachers' salaries, which he sends to the Commissioners of Districts, and at the same time a payment order from the Receiver-General for the total amount required for each District respectively. The cheques are then countersigned and sent by the Commissioners to the teachers, who present them to the Tax-Collector on his next visit to their village, and receive cash in return from him.

(b) General Taxation.—The total Grant-in-Aid of Schools is voted each year in the Estimates out of the general taxation of the Island. This is divided half-yearly among the prescribed schools by the Inspector of Schools, with regard to the average attendance and the efficiency of the teaching. These grants, after being passed by the Board of Education, and approved by the High Commissioner, are paid to the masters in the same manner as their salaries.

The annual salaries, which vary from £6 to £15 for the Moslems and from £8 to £30 for the Greeks, average at present—Moslem £10 and Greek £16. The average grants are for the Moslems £4 10s., and for the Greeks £9.

The Elementary Schools in the towns of Nicosia, Larnaca, Limassol, Famagusta, Papho, and Kyrenia, being at present specially exempted from the provisions of the Education Law, are managed by Committees, elected generally by the Churches, which have no power to make assessments. But they are well supported by voluntary contributions from the Churches and the tuition fees paid by the parents of the children attending. The Government Grant is not paid to the individual teachers in these schools, but *en bloc*, for all the schools of the town, to the Committees. The average annual salaries of the masters of town schools are, Moslem £14 and Christian £25.

The schools of the Island, Moslem and Christian, are each visited twice at least in the year by the staff of the Inspector of Schools. Methods of Inspection.

Until last year (1901), when the death of Archdeacon Spencer made vacant the post of Inspector of Schools, a post which he had held for twenty years, the staff consisted of the Inspector, assisted by one Moslem and two Greek-Christian sub-inspectors. Last year, however, a change was made in the appointment, the new Inspector being given the services of an English Assistant Inspector, the native staff remaining the same as before. During the ten months of the school year this staff is kept constantly travelling, visiting the villages, inspecting the schools, and examining the

children. An important part of their duties consists in talking with the leading villagers in each village on the conduct and requirements of their school, and trying to stimulate their interest in educational matters. The examinations of the pupils are directed mainly towards testing the efficiency and progress of the school in reading, writing, and arithmetic. Other subjects are glanced at, but a detailed examination of every child is beyond the scope of these tours of inspection, and would require a much larger staff.

On the reports furnished by the Inspectors, and on the monthly returns which the teachers are required to render to the Inspector of Schools showing the average attendance of the pupils on the rolls of their schools, is based the amount of the Grant-in-Aid of each school, which is recommended to the Government every six months by the Inspector of Schools.

The two English Inspectors were appointed in 1901 by the Secretary of State for the Colonies, upon the recommendation of the High Commissioner. The native staff, who have all held their appointments for several years, were appointed by the High Commissioner.

Recommendations.

The Elementary Schools of Cyprus, of which a short account has been given, have made great strides since the days when the chaotic state of affairs described in the introduction prevailed. But much remains to be done. At present, as will be seen from the statistical tables in Appendix A, scarcely half of the children in the Island are under instruction. Other desiderata which the future may supply are the establishment of a pupil-teacher system, to secure experience for future teachers; a pension scheme for teachers; and the establishment on a recognised basis of continuation classes. Such subjects as cookery, domestic economy, or manual training and instruction in agriculture find no place in the scheme of primary education; neither is there any provision made for the instruction of the blind, deaf, and dumb, for defective children, or children needing special restraint. Drill and physical exercises, though on the programme adopted for the Greek schools, are frequently, and in Turkish schools usually, neglected. Outdoor games, and the healthy mingling of masters and pupils out of school hours, are not familiar ideas in the East, and, except in a few schools, mainly Turkish, in Nicosia and Limassol, are practically unknown.

Those accustomed to the advantages of England and the English-speaking Colonies may observe gaps in the educational system of the Island, but when we look back to the state of things which existed only a short twenty years ago, the progress already made appears satisfactory, a progress mainly due to the untiring efforts of the late Archdeacon Spencer, the first Inspector of Schools. The foundations of a good sound system have been laid, and steady progress may be looked for by the gradual introduction of judicious reforms suited to the conditions of the place, without too hastily

forcing on the most modern ideas before the people are prepared for their reception.

B. SECONDARY EDUCATION,

Secondary Education in Cyprus is not at present, except in two instances, directed or controlled by the Government. The Moslem "Idadi" School of Nicosia was, in the days before British occupation, controlled and supported by the Turkish Government. The British Government has succeeded to the charge of this school, which is now the only school in the Island exclusively directed and supported by the Government. There is also a Moslem school, under the management of the Ktima Committee of Elementary Education, and aided by a grant from the vote in aid of Elementary Schools, which includes in its course of teaching the Persian and Arabic languages and advanced instruction in the Koran and the Mahommedan religion; it is attended by boys who have finished the course of instruction given in the Elementary Village Schools, and so may be fairly ranked as a Secondary School.

The Cyprus Gymnasium, a large Greek-Christian school at Nicosia, receives an annual grant from the Government in consideration of its services as a training ground for teachers of Elementary Schools; but it is under independent management. There are also Greek High Schools at Larnaca and Limassol, which do excellent work, but are neither controlled nor aided by the Government.

None of these schools are inspected by the Inspector of Schools. The annual examination of the pupils of the "Idadi" school is, however, partly directed by him, and the reports based upon it are submitted to him. Occasional visits to the school are also made.

The Moslem school at Ktima, since it is classed as an Elementary School, is, of course, inspected and reported upon in the same manner as the other Elementary Schools of the Island.

The Greek-Christian High Schools are not visited by the Inspector except upon invitation by their Committees.

The Cyprus Gymnasium was founded in the year 1893, at Nicosia by the efforts of the late Archbishop of Cyprus, and the present Mayor of Nicosia, Mr. Achilleus Liassides.

It is managed by a Committee, resident in Nicosia, of which the Archbishop is President. It is supported by school fees paid by the pupils, varying in amount from £1 yearly according to the wealth and position of their parents; by voluntary contributions from all parts of the Island, and especially from the Church, the Bishops, and the principal monasteries. The Cypriot Brotherhood in Egypt subscribes £150 a year; and the Government of Cyprus gives an annual grant of £200 in consideration of the services rendered by the Gymnasium in training masters for the Elementary Schools.

These funds are supplemented by an addition of 5 per cent. on the amount assessed upon each Greek-Christian taxpayer for the support of the Village Elementary Schools. This amount is collected by the Government Tax-Collectors, and appropriated to the support of the Gymnasium. About £175 annually is thus obtained.

The total annual expenditure for the maintenance of this school is over £1,400. There are fourteen teachers, who must all hold diplomas from the University of Athens, and the course of instruction includes the classical Greek language, Latin, English, and French. The course lasts six years, and those who have duly passed through it obtain a diploma which entitles the holder to free entrance, without further examination, to the Greek University at Athens. Those who wish to become schoolmasters in Cyprus must spend one year more in special training at the Gymnasium, and then, after examination, are given a certificate by the Headmaster and Committee, entitling them to serve as masters in any of the Elementary Schools in the Island, without examination by the Government Board of Examiners. It is in consideration of these services that the Government makes an annual grant of £200 to the Gymnasium.

The number of pupils in all classes was last year 200.

Larnaca
High School.

There is a High School at Larnaca, with four teachers, which gives secondary instruction to about ninety pupils.

It is managed by a local Committee, of which the Bishop of Kitium is the president, and is supported by a grant from the Bishopric of Kitium, by voluntary subscriptions, and by admission fees paid by the pupils. Its management is independent and it is not aided in any way by the Government, nor inspected by the Inspector of Schools. Its annual cost is about £300.

Limassol
High School.

At Limassol is another Greek-Christian High School, with five teachers and about eighty-five pupils, which is managed by a Committee elected by the inhabitants of the town of Limassol, and supported by the Church, by voluntary contributions, and by the admission fees of the pupils, amounting altogether to about £375 per annum.

Ktima and
Varosha
High Schools.

At Ktima there is a small High School under the management of the Committee of Elementary Education in Ktima, under the Presidency of the Bishop of Papho. One master is engaged to teach a class of about twenty-four boys, at an annual salary of £90, which appears to be the only expense connected with the school. This is met by contributions from Church funds and by admission fees. A similar Secondary School under one master exists at Varosha, the Greek suburb of Famagusta. This master also teaches English, in addition to the usual Greek course. He is paid £45 yearly, and has about twenty pupils.

Higher
Education of
Girls.

There are no schools for the higher education of girls in Cyprus; but in the three towns of Nicosia, Larnaca, and Limassol classes are held, at which certain of the school mistresses of the Elementary

Girls' Schools of the three towns, and at Nicosia, some of the teachers of the Cyprus Gymnasium teach more advanced subjects than those included in the ordinary elementary course. The pupils are girls who have been through the primary curriculum at the school at which these classes are held; so that the Greek-Christian Girls' Schools of these three towns may be described as partly elementary and partly secondary. They are inspected and aided by a Government grant in the same way as the other elementary schools of the Island, but no special grant is given in respect of their secondary teaching.

The Turkish Secondary School of Nicosia, now called the "Idadi," which is supported and controlled by the Government (though the salary of the headmaster is now paid by the Evkaf), takes the place of the old Government Rushdie School, which, in the days of Turkish supremacy, was supported by the Turkish Government. The Idadi School.

The fine building, which consists of six class-rooms and a large hall, stands in a good situation near the great Mosque of St. Sophia, and was erected by the Government in the year 1899.

The teaching staff consists of a Headmaster, three Assistant Masters, a Teacher of Religion, and an English master, a Cambridge graduate, who teaches mathematics. The Headmaster is a Moslem, and the services of the present occupant of the post were secured through the British Ambassador at Constantinople. His salary is £150 a year, which is paid by the Evkaf. His appointment and that of the Moslem and English Assistants are in the gift of the Government.

The course of instruction includes the Turkish language, Persian and Arabic, English and Modern Greek. Mathematics are taught on a modern and western system, history and geography are included, and, owing to the influence of the English master, the teaching given at the school is now more in accord generally with modern ideas than was formerly the case.

The number of pupils is about seventy, coming mainly from the Elementary Schools of Nicosia at the age of twelve or thirteen years. A few pupils come also from Rural Elementary Schools. No pupil is accepted below the age of twelve, and the pupils remain at the school to the age of seventeen or eighteen. The boys find lodgings in the Medressehs, or religious boarding-houses connected with the mosques of the town.

The school has power to issue certificates to those of its pupils who have passed satisfactorily through the course of instruction, and these certificates entitle the holders to teach in any of the Elementary Schools of the Island.

The only expense for Moslem Secondary Education is the cost of the "Idadi" School. The salary of the Headmaster, which as has been already mentioned is paid by the Evkaf, is £150 a year. The English master receives £150 with £15 a year as house allowance, and the salaries of the other masters, with the incidental expenses of maintenance, amount to £270. The total cost is thus £570 yearly;

**Secondary
Education
for Moslem
Girls.**

£150 is paid by the Evkaf, and the balance, £420, is defrayed by the Government from the grant-in-aid of Moslem Schools and the five per cent. collected on the salaries of village teachers, as explained in the case of the Gymnasium, which amounts to about £50 yearly.

There is at present no girls' school for Moslems in Nicosia. The Moslem religion allows young girls to attend at school together with boys, and a certain number of girls are found in most of the Elementary Schools of the Island ; but at a more advanced age this mixing of the sexes is forbidden. Hitherto, therefore, Moslem girls have had no opportunities for receiving Secondary Education, nor has there been in the past any demand for it. More advanced ideas as to the education of women are now spreading among the Moslems, and the building of a girls' school was started last year in Nicosia, mainly through voluntary subscriptions from the Turkish community, as a memorial of Her late Majesty Queen Victoria. This school, when it is put upon a working basis, will provide both Primary and Secondary Education, and it is hoped that the advantages of a higher education for a few, at least, of Moslem girls will thus be secured. The school will be managed by a Committee of the leading members of the Moslem community, under the Presidency of His Excellency the High Commissioner.

C. TECHNICAL EDUCATION.

Technical, Commercial, and Agricultural education have not at present advanced beyond the stage of suggestion, but some lectures on silkworm culture, an important industry in some parts of the Island, have been under the management of the Director of Agriculture, and a course of lectures on Chemistry is projected by the Government Analyst.

D. PRIVATE SCHOOLS.

The mass of the population is provided for by the schools already described, but there are certain establishments which meet special cases.

At Nicosia Miss Spencer's school for small children and the English School for boys, under the direction of the Assistant Chaplain of the English Church, educate about fifty pupils, mainly the children of English officials, but including a few others whose parents desire a specially English education for them.

The few Roman Catholic children are provided for at Larnaca by the Terra Santa Schools ; and a school connected with the mission of the Reformed American Presbyterians also educates a small number on its own religious basis. One or two small private schools may be found in other towns, but these form a negligible percentage of the educational forces of the country, and are not in any way aided or controlled by the Government.

E. ENGLISH TEACHING.

There is a growing recognition among the educated Cypriots of the importance of a knowledge of the English language, both because it is one of the official languages of the country and for practical purposes of commerce. According to an estimate made in 1901, only about 650 of the native population can be said to speak English. In 1900 a sum of £300 was taken in the Estimates for the provision of English teaching, and an English master, Mr. J. Thompson, B.A., Camb., was brought out for the "Idadi" or Turkish High School. Rather later, the Rev. F. D. Newham, B.A., Camb., who has since become Inspector of Schools, was appointed English Instructor to Government Clerks and to such Elementary School teachers as desired instruction and would attend classes in their summer holidays. Both these gentlemen had had considerable previous scholastic experience in England. It was also made a condition of Mr. Newham's appointment that he should open an English school for boys in Nicosia, an institution much needed by the English residents. This was to be, however, an entirely private school.

At Limassol the Chaplain to the troops, the Rev. A. C. Buss, who was already resident in that town, was appointed to take classes for Government clerks, and in the Turkish school in that town.

The classes at Nicosia for Government clerks have been very considerably increased, and, after the arrival of two English assistant masters for the English school, were extended to the Zaptiehs of the Cyprus Military Police. Altogether, since these classes were started, about 300 individuals have received instruction in English, varying in amount with the time they were able to give to it; the majority of the Zaptiehs, whose attendance is quite voluntary, being seldom able to attend for more than two or three months each, owing to their changes of station, while forty or fifty schoolmasters have attended for a few weeks only during the summer.

Zaptiehs are instructed in English at Papho and at Limassol also, and four teachers of Elementary Schools have received bonuses for holding English classes.

A Government examination in English for officials and those desirous of entering the service has been established, and it is intended to hold such an examination annually. A pass in English will in future be considered essential for promotion, in the same manner as the English officials are required to pass in one of the native languages. The examination is divided into Higher and Lower Standards, and includes translation from each language into the other, dictation, and conversation, to which special importance is attached. Candidates for the Higher Standard are examined as to their ability to write and conduct official correspondence in English, and the books set are of course of greater difficulty in the Higher Standard.

In the first year in which this examination was held, 1901, sixty-one candidates (about 70 per cent.) obtained certificates in the Lower Standard.

Although there is a desire among the young men in the towns to learn English, there are not at present sufficient teachers available for classes other than those mentioned. At the Cyprus Gymnasium there is an English master paid entirely from the school funds; but there should be at least another if the large number of pupils are to receive adequate instruction in the English language.

The High School Committees in Larnaca and other towns have asked that the Government should assist them by bringing out more English teachers, towards whose pay they might reasonably be expected to contribute. If the vote for English teaching were sufficient for this purpose, much useful work could be accomplished with the cordial co-operation of the native communities.

In conclusion, I should state that this report on the educational progress in Cyprus is brought to the end of the last complete school year—July, 1901. It thus deals with matters which have not come under my personal knowledge, and any merit it may possess is due to my staff and others who have supplied me with the necessary information.

In Appendix A. will be found statistical tables showing the relative position of the schools of the Island as regards the year 1881 (the first year of which we have any detailed records), the intermediate year, 1891, and the last complete school year, 1901.

In Appendix B. will be found the first circular on Education addressed to village communities in July, 1881, which may be said to mark the inauguration of the educational efforts of the Government.

Copies of the Education Laws of 1895 and 1897, which are now in force, are given in Appendices C. and D.

F. D. NEWHAM.

Inspector of Schools.

29th April, 1902.

APPENDIX A.

STATISTICAL TABLES, WITH A NOTE ON THE DISTRIBUTION OF THE GOVERNMENT GRANT AND THE COST OF ELEMENTARY EDUCATION IN 1901.

TABLE I.

TABLES showing the number of Elementary Schools in operation for boys (or mixed) and for girls; the number of scholars, boys and girls; of teachers, male and female; the total cost of schools provided by local assessment and Government Grant-in-Aid; and the number of schools thus aided by a grant in the several districts of the Island.

A.—GREEK-CHRISTIAN SCHOOLS.

1881.

District in which the schools are found.	No. of Schools.		No. of Pupils.		Teachers.		No. of Schools aided by Govt.	Total cost of all Schools.	
	Boys or mixed.	Girls.	Boys.	Girls.	Male.	Female.		Local.	To Govt.
Nicosia :								£	£
Town .	4	1	560	284	13	7	-	622	-
Rural .	22	1	797	50	22	-	-	352	-
Larnaca :									
Town .	2	2	210	150	2	2	-	172	-
Rural .	8	-	306	13	8	-	-	250	-
Limassol :									
Town .	1	1	200	140	5	2	-	348	-
Rural .	20	-	586	43	20	1	-	421	-
Famagusta :									
Town .	2	-	121	8	2	-	-	53	-
Rural .	15	-	665	18	15	-	1	320	12
Papho :									
Town .	2	-	80	39	3	-	2	55	36
Rural .	10	-	242	8	10	-	5	113	68
Kyrenia :									
Town .	1	-	40	7	1	-	-	25	-
Rural .	7	-	335	5	8	-	1	178	8
Totals for Cyprus . }	94	5	4,142	765	109	12	9	2,909	124

A.—GREEK-CHRISTIAN SCHOOLS—continued

1891.

District in which the Schools are found.	No. of Schools.		No. of Pupils.		Teachers.		No. of Schools aided by Govt.	Total cost of all Schools.	
	Boys or mixed.	Girls.	Boys.	Girls.	Male.	Female.		Local.	To Govt.
Nicosia :								£	£
Town -	4	2	684	375	12	8	5	504	134
Rural -	57	5	2,268	311	61	6	53	766	582
Larnaca :									
Town -	2	2	284	157	6	4	4	451	92
Rural -	20	2	703	128	24	3	19	400	197
Limassol :									
Town -	3	1	391	206	9	4	3	537	88
Rural -	39	1	1,308	151	39	1	34	633	363
Famagusta :									
Town -	1	1	163	47	3	1	2	111	44
Rural -	39	2	1,439	109	43	2	34	602	156
Papho :									
Town -	1	1	113	51	3	1	2	140	49
Rural -	22	—	685	29	22	—	17	350	159
Kyrenia :									
Town -	1	1	49	37	1	1	2	38	25
Rural -	14	2	668	102	17	2	14	170	158
Totals for Cyprus - }	203	20	8,755	1,703	240	33	189	4,702	2,047

1901.

District in which the Schools are found.	No. of Schools.		No. of Pupils.		Teachers.		No. of Schools aided by Govt.	Total cost of all Schools.	
	Boys or mixed.	Girls.	Boys.	Girls.	Male.	Female.		Local.	To Govt.
Nicosia :								£	£
Town -	2	1	567	447	9	8	3	434	200
Rural -	74	7	3,316	795	76	13	72	2,016	730
Larnaca :									
Town -	2	2	292	274	6	7	4	264	140
Rural -	27	2	1,027	317	32	3	24	604	240
Limassol :									
Town -	1	1	367	322	6	8	2	178	126
Rural -	46	6	1,874	534	43	9	48	987	425
Famagusta :									
Town -	2	1	162	96	4	2	3	126	72
Rural -	40	10	2,098	519	45	10	45	1,101	458
Papho :									
Town -	1	1	129	77	2	2	2	91	60
Rural -	26	—	1,180	114	25	1	25	512	196
Kyrenia :									
Town -	1	1	82	42	2	1	2	59	34
Rural -	16	3	831	250	18	3	18	413	190
Totals for Cyprus - }	238	35	11,925	3,787	268	67	248	6,785	2,871

NOTES.—(a) For the years 1881 and 1891 the figures given under the heading "Town Schools" include certain High Schools not aided by the Government, which provided, generally, mixed Primary and Secondary Education. For the year 1901 "Elementary Schools" only are included. (b) The schools under the heading "Boys' Schools" are frequently "Mixed Schools," and include girls among the pupils.

SUMMARY.

Year.	Schools.	Pupils.	Teachers.	Government Grant.	Total Cost.	Schools aided by Govt.
1881	99	4,907	121	£ 124	£ 2,909	9
1891	223	10,458	274	2,047	6,749	189
1901	273	15,712	335	2,871	9,656	248

B.—MOSLEM SCHOOLS.

1881.

District in which the Schools are found.	No. of Schools.		No. of Pupils.		Teachers.		No. of Schools aided by Govt.	Total cost of all Schools.	
	Boys or mixed.	Girls.	Boys.	Girls.	Male.	Female.		Local.	To Govt.
Nicosia :			Not given.					£	£
Rushdie -	1	-		-	4	-	1	-	150
Town -	9	-	260	37	9	-	9	38	108
Rural -	12	-	207	88	12	-	8	33	75
Larnaca :									
Town -	1	-	20	-	1	-	-	6	-
Rural -	7	-	122	10	7	-	4	30	20
Limassol :								Not given.	
Town -	1	1	70	20	2	1	1		10
Rural -	3	-	65	10	3	-	2	13	20
Famagusta :									
Town -	1	-	30	2	1	-	1	3	5
Rural -	19	-	413	82	19	-	8	106	65
Papho :									
Town -	5	-	93	54	5	-	1	24	5
Rural -	7	-	179	15	7	-	2	21	20
Kyrenia :									
Town -	1	-	27	3	1	-	1	-	30
Rural -	3	-	47	15	3	-	3	-	10
Totals for Cyprus - }	70	1	1,533	336	74	1	41	274	518

1891.

District in which the Schools are found.	No. of Schools.		No. of Pupils.		Teachers.		No. of Schools aided by Govt.	Total cost of all Schools.	
	Boys or mixed.	Girls.	Boys.	Girls.	Male.	Female.		Local.	To Govt.
Nicosia :								£	£
Rushdie .	1	-	138	-	4	-	1	-	160
Town .	9	1	832	132	13	1	3	164	58
Rural .	19	-	371	116	19	-	12	241	77
Larnaca :									
Town .	1	-	68	-	2	-	1	6	26
Rural .	8	-	173	50	8	-	6	79	38
Limassol :									
Town .	2	1	128	64	3	1	1	46	30
Rural .	7	1	149	85	9	1	8	89	40
Famagusta :									
Town .	1	-	54	15	1	-	1	39	28
Rural .	24	-	546	178	24	-	18	128	129
Papho :									
Town .	2	-	181	18	3	-	2	29	47
Rural .	13	-	310	80	13	-	12	106	83
Kyrenia :									
Town .	1	-	57	16	1	-	1	-	7
Rural .	7	-	141	46	8	-	6	45	28
Totals for Cyprus }	95	3	2,648	800	108	3	72	972	751

1901.

District in which the Schools are found.	No. of Schools.		No. of Pupils.		Teachers.		No. of Schools aided by Govt.	Total cost of all Schools.	
	Boys or mixed.	Girls.	Boys.	Girls.	Male.	Female.		Local.	To Govt.
Nicosia :								£	£
* Rushdie .	-	-	-	-	-	-	-	-	-
Town .	7	1	478	210	10	1	3	218	71
Rural .	30	-	598	336	30	-	23	250	102
Larnaca :									
Town .	3	1	162	31	3	2	2	47	24
Rural .	15	-	274	134	15	-	11	170	56
Limassol :									
Town .	2	1	119	32	4	1	2	59	56
Rural .	13	-	311	171	13	-	11	188	47
Famagusta :									
Town .	1	-	55	15	1	-	1	9	19
Rural .	33	-	616	318	33	-	25	435	111
Papho :									
Town .	3	-	224	14	6	-	3	30	47
Rural .	24	-	562	186	24	-	20	278	101
Kyrenia :									
Town .	1	-	55	27	1	-	1	10	15
Rural .	9	-	148	100	9	-	9	116	31
Totals for Cyprus }	141	3	3,602	1,574	149	4	111	1,810	674

* See Note (b).

Notes.—(a) Most of the schools under the heading “Boys” schools are “Mixed,” and number girls among their pupils. (b) The “Rushdie” School of Nicosia, supported by the Government, was reorganised in 1899, and named the “Idadi” School. It is now entirely, and was formerly, principally a secondary school. In 1901 it numbered seventy-seven pupils, all boys, and cost the Government £421 for salaries and maintenance. The Evkaf has now undertaken to pay the Headmaster’s salary, £150 a year. (c) Many of the Moslem Schools are endowed; and many receive support from the funds of the local Mosques. Thirteen schools are supported by a grant, amounting in 1901 to £257, from the Turkish Government; five of them are included among the Town schools of Nicosia, and receive £180—one each is in the towns of Larnaca and Limassol, the remainder are “rural.”

SUMMARY.

Year.	Schools.	Pupils.	Teachers.	Government Grant.	Total Cost.	Schools aided by Govt.
1881	71	1,869*	75	£ 518	£ 792‡	41
1891	98	3,448	111	751	1,723	72
1901	144	5,176	153	674†	2,484	111

* Pupils of the “Rushdie” School not included.

† Local cost of Limassol Town Schools not included.

‡ For comparison, the grant of £421 to the “Idadi” School should be added.

TABLE II.

Table showing the numbers of children between the ages of five and fifteen years according to the Census taken in the years 1881, 1891, and 1901, with the percentage attending the Elementary Schools in each of these years.

Year.	No. of Children between the ages of 5 and 15 Years.	No. of Children attending at the Schools.	No. of Children without instruction.	Scholars, Christian, per cent.	Scholars, Mahomedan, per cent.	Total percentage of Scholars.
1881	45,952	6,776	39,176	14	16	15
1891	50,500	13,906	36,594	28	28	28
1901	54,776	20,888	33,864	37	39	38

Nota.—The percentage of Scholars given is the number of children per cent. of the child population between the ages of five and fifteen. The comparative figures, for Christian and Moslem scholars respectively, are approximate only, as in the tables of the Census returns which show the ages of the population no classification according to religion is made.

TABLE III.

Table showing the amount under the head "Education" voted in the Estimates for each year since 1881.

Year.	Amount.	Year.	Amount.	Year.	Amount.
	£		£		£
1881	1,429	1888	3,000	1895	4,059
1882	1,513	1889	2,998	1896	4,096
1883	2,002	1890	3,000	1897	4,623
1884	2,002	1891	3,000	1898	4,781
1885	2,985	1892	3,753	1899	4,907
1886	2,999	1893	3,966	1900	5,216
1887	3,000	1894	4,013	1901	5,400

NOTE ON THE DISTRIBUTION OF THE GRANT-IN-AID.

The average amount of the grant made by the Government in 1901 to each schoolmaster of the Island was :

Christians	-	-	-	-	-	£9	0	0
Moslems	-	-	-	-	-	£4	10	0

And the lowest made to any master in 1901 was :

Christian	-	-	-	-	-	£6	0	0
Moslem	-	-	-	-	-	£2	0	0

The average grant per head of scholars was, in 1901 :

Christian	-	-	-	-	-	£0	3	8
Moslem	-	-	-	-	-	£0	2	7

The total cost of Elementary Education for the whole country in 1901 amounted to 11s. 7½d. for each scholar under instruction.

APPENDIX B.

CIRCULAR LETTER OF JULY 26TH, 1881.

Chief Secretary's Office,

July 26th, 1881.

The Government of Cyprus being desirous of assisting the Village Schools of Cyprus, both Moslem and Christian, I have the honour to inform you that the following conditions must be complied with by the Moslem or Christian community in any village before application can be received from that village for aid in maintaining an existing school, or in establishing a new one.

I. If not already existing a School Committee or School Board must be elected by the community, consisting of not less than three or more than seven persons, to correspond with the Director of Education and to be responsible on behalf of the community for the collection of local contributions for educational purposes, and for the punctual payment of all charges upon the same.

II. This Committee in communicating with the Director of Education should state precisely the total amount that they will undertake to collect annually, whether in the shape of fees paid by the children for actual attendance at school, or by a voluntary assessment proportioned to the number of families or otherwise.

III. If a schoolroom has already been provided the Committee must state its dimensions, state of repair, quantity and quality of furniture, as well as the tenure and value of the premises. If there be no schoolroom, then the Committee must state what would be the cost of erecting or otherwise providing one, the cost of furniture, etc., and the amount that the inhabitants are able to contribute for the purpose.

IV. If a schoolmaster is already employed it must be certified that he is a person of sufficient knowledge and ability, and that his character is free from public reproach. If the Committee are desirous of engaging a master, the name of the person selected by them must be submitted to the Director of Education with a similar certificate as to ability and character.

V. If a school is already in existence, a copy of the register showing the number of children (male and female) enrolled and the daily attendance for at least three months, must be sent to the Director of Education signed by the schoolmaster and countersigned by the Chairman of the Committee. If there be at present no school, a statement must be forwarded showing the number of children (male and female) of school age in the Christian or Moslem community of the village, as the case may be, and the number that could be brought to the school when established.

VI. When an agreement has been made with a Master for a certain fixed salary a voucher, proving that he has been paid in full up to within three months of the date of the application for aid, must be sent by the Committee to the Director of Education, together with a certificate that he has performed his duties satisfactorily. When a new school is to be established, a guarantee must be given that the salary agreed upon between the Committee and the Master will be punctually paid, it being distinctly understood that whenever a Master's salary is supplemented by a monthly allowance from Government, that allowance will only be paid so long as vouchers are sent to the Director of Education through the Commissioner of the District every three months by the Committee, showing that the salary agreed upon has been actually received by the Master.

VII. In any application for grants of books, maps, and other school material the Committee should state what is already possessed, and give the number and names of the children who may be unable through poverty to provide themselves with the necessary class-books, slates, writing materials, etc.

VIII. It should be well understood that the assistance contemplated by the Government in maintaining the schools is not intended in any way to take the place of existing sources of support, but rather to encourage the inhabitants of the villages to greater efforts in their own behalf, and that in every case the Government Grant-in-Aid will be proportioned to that which has already been accomplished by the people themselves.

By order.

(Signed) FALK WARREN,

Chief Secretary to Government.

APPENDIX C.

THE EDUCATION LAW, 1895.

CYPRUS.

No. XVIII., 1895.

A LAW enacted by His Excellency the High Commissioner and Commander-in-Chief of the Island of Cyprus, with the advice and consent of the Legislative Council thereof,

**“ TO PROVIDE FOR THE ESTABLISHMENT AND MANAGEMENT OF
ELEMENTARY SCHOOLS IN CYPRUS.**

3rd June, 1895.

Whereas it is desirable to make better provision for Elementary Education in Cyprus.

Be it enacted by His Excellency the High Commissioner and Commander-in-Chief of the Island of Cyprus, with the advice and consent of the Legislative Council thereof, as follows :

CHAPTER I.—BOARDS AND COMMITTEES.

Establishment of Boards of Education.

1. There shall be established Boards of Education to regulate and decide definitely upon all matters connected with Moslem and Christian Education in Cyprus, and to advise and assist the High Commissioner in the expenditure of the sums annually voted in aid of education.

Composition of Board for Moslem Schools.

2. The Board of Education for Moslem Schools shall be composed of the Chief Secretary to the Government for the time being, or his representative, as Chairman, the Chief Cadi for Cyprus for the time being, or his representative, the Mufti of Cyprus for the time being, or his representative, a person to be appointed by the Delegates of Evkaf, and six members of the Mahomedan Community, one of whom shall be elected by each District Committee every two years.

Composition of Board for Christian Schools.

3. The Board of Education for Christian Schools shall be composed of the Chief Secretary to the Government for the time being, or his representative, as Chairman, the Archbishop of Cyprus for the time being, or his representative, three persons chosen by the Greek Orthodox Members of the Legislative Council from among their own body, and six members of the Greek Orthodox Community, one of whom shall be elected by each District Committee every two years.

Inspector of Schools right to be present at meetings.

4. The Inspector of Schools shall receive notice of all meetings of the Boards and shall have the right to be present, either himself or by his representative, at all proceedings. He shall take no part in the decision of questions under discussion, but may give his opinion whenever he may consider it necessary or when invited to do so.

Limitation of scope of Boards.

5. The Board of Education for Christian Schools shall take cognisance of the matters connected with Greek-Christian Schools in the Island and of no others ; the Board of Education for Moslem Schools shall take cognisance of the matters connected with Moslem Schools in the Island and of no others.

6. The duties of the Boards of Education shall be to deliberate upon all matters connected with education and to deal with the following matters :— Duties of Boards.

To lay down the course of instruction to be followed in the schools.

To receive and consider the reports of the Inspector of Schools, when referred to them by the Government, and to recommend to the Government the grants to be allowed to schools.

To hear and decide complaints from the inhabitants or from the teachers that the District Committees may have been unable to settle ; to hear appeals against the decision of the District Committees on complaints that may have been made to them ; to hear and determine complaints as to the partition of the village contribution as hereinafter provided ;

To make regulations laying down the duties of School Teachers and the circumstances under which they may be dismissed by the District Committees ; to determine, subject to the conditions hereinafter provided, the villages in which elementary schools shall be established. [*Amended by Section 1 of the Education Amendment Law, 1897.*]

7. The Boards of Education shall meet at such times and places as may be arranged by the members, but there shall be at least one meeting in the course of each year. Time and place of meeting.

8. No business shall be transacted at any meeting unless five members, at least, are actually present ; provided always, that it shall be lawful for either Board of Education to appoint a certain number of its members to form a Sub-Committee to transact such business as the Board may determine that may require to be dealt with in the intervals between the meetings of the Board. Quorum of Boards.

If, after two successive summonses from the Chairman, five members are not present at the time and place appointed for the meeting, it shall be lawful for the Board to proceed with business if three members only are present.

9. There shall be in each District a District Committee of Education for Moslem Schools and a District Committee of Education for Christian Schools. Establishment of District Committees.

10. The District Committee for Moslem Schools shall be composed of the Commissioner of the District for the time being, as Chairman, the Cadi of the District or his representative, and four members of the Mahomedan community to be elected in the same manner, that members of the Medjliss Idarè are now elected. Composition of Moslem Committee.

Provided always that the number elected shall be the number required by this law and not double the number as required by the law under which members of the Medjliss Idarè are elected, and provided also that only members of the Mahomedan religion shall be allowed to vote.

11. The District Committee for Christian Schools shall be composed of the Commissioner of the District for the time being, as Chairman, the Bishop of the Diocese, or his representative, and four members of the Greek Orthodox community to be elected in the same manner that members of the Medjliss Idarè are now elected. Composition of Christian Committee.

And for the purposes of this clause, in the Districts of Nicosia and Famagusta the Archbishop of Cyprus shall be considered as the Bishop of the Diocese.

Provided always that the number elected shall be the number required by this law and not double the number as required by the law under which members of the Medjliss Idarè are elected, and provided also that only members of the Greek Orthodox Church shall be allowed to vote.

Provided also that the member or members of the Legislative Council who represent the Mahomedan or Greek Orthodox Community of the District shall have the right to be present at the meetings of the Committees of the communities they represent and of voting on all matters that may be brought before them.

Duties of Committees.

12. The duties of the District Committees shall, subject to the following proviso, be to consider and recommend to the Board of Education the villages in their District in which schools should be established ; to appoint and dismiss the masters of elementary schools, subject to the regulations that may from time to time be made in that behalf ; to fix the salary to be paid to the teacher and the sum to be contributed by each village in aid of the school ; to hear and determine complaints of the management of the school, either by the inhabitants or by the teacher, to consider and report to the Board of Education all matters connected with education in the District ; to consider appeals from the Village Committees on the apportionment of the amount of the village contribution among the inhabitants.

Provided that the District Committee shall only have the power to appoint and dismiss teachers, to fix their salaries and the sum to be contributed by each village in the cases in which the Village Committee, as hereinafter constituted, has refused or neglected to appoint a teacher within the time prescribed by the law.

Quorum of Committees.

13. No business shall be transacted at any meeting of a District Committee unless three members at least are actually present.

Election of Members.

14. Members of District Committees shall be elected every two years on such a day in the month of November as may be appointed by the Commissioner of the District.

Establishment of Village Committees in certain cases.

15. In every village in which an elementary school shall be established under the provisions of this Law there shall be a Village Committee of Education, which shall consist of not more than five and not less than three members, and which shall be elected every year in the following manner :—

On a day not later than the 20th of June in each year the Mukhtar of the village shall cause to be posted in a conspicuous place within the village a notice calling upon the tax-paying inhabitants of the village to attend a meeting, to be held under the presidency of the said Mukhtar, on the last Sunday but one of that month for the purpose of electing a Village Committee of Education. The result of such election shall be reported by the Mukhtar to the Commissioner of the District within seven days from the date of the meeting.

If it appears from such report that no Committee has been elected, or if no report is received by the Commissioner within the time specified by this Law, it shall be lawful for the Commissioner to issue a notice fixing a day within the first fortnight of the month of July for the election, under the presidency of the Mukhtar, by the tax-paying inhabitants of the village of a Village Committee of Education. The result of such election shall be reported by the Mukhtar to the Commissioner within five days from the date of such election.

If it appears from such report that no Committee has been elected, or if no report is received by the Commissioner within the time specified by this Law, then the Village Commission, together with the Mukhtar of the village, shall form the Village Committee of Education.

Each Village Committee shall elect one of its members to be its President.

Where more than one village is interested in a school, the Committees of all the villages interested shall together form the Village Committee of Education contemplated by this Law.

Provided always that no member of a Village Committee and no tax-paying inhabitant shall take part in any proceeding concerning a Moslem School unless he belongs to the Mahommedan religion, and no member of a Village Committee and no tax-paying inhabitant shall take part in any proceeding concerning a Greek-Christian School unless he belongs to the Greek Orthodox Church.

Duties of Village Committees.

16. The duties of the Village Committee of Education shall be to appoint and dismiss the teachers of elementary schools, subject to the regulations that may from time to time be made on that behalf, to make agreements with the teachers, to settle the fixed salaries to be paid to them, to divide

among the church or churches or mosque of the village and the inhabitants the amount of the village contribution, and to bring to the notice of the District Committee all matters connected with education in the village. [Amended by Section 2 of the Education Amendment Law, 1897.]

17. It shall be lawful for every Board instituted under the provisions of this Law to make Rules to regulate its procedure. It shall also be lawful for every District Committee or Village Committee of Education instituted under the provisions of this Law to make Rules to regulate its procedure, provided that such Rules as may be made by a District Committee shall be subject to the approval of the Board of Education, and that such Rules as may be made by a Village Committee shall be subject to the approval of the Committee of the District to which such Village Committee belongs. Power to make Rules.

The President or Chairman of every such Board or Committee shall have a casting vote only.

CHAPTER II.—AS TO THE APPOINTMENT AND PAYMENT OF TEACHERS.

18. In the month of December in each year the District Committee shall prepare a list of the villages in the District which should be compelled to support a school during the school year then next ensuing. The school year shall commence on the 21st September. Yearly list of villages to be made which must support school, etc.

19. Notice of the decision so arrived at shall be served by the 31st December on the Mukhtar or Mukhtars of the villages interested and any person in the village may before the 15th February in each year make any representation to the District Committee that he may think fit. Notice thereof to be served on Mukhtars.

20. The District Committee shall consider all such representations as may be received, and shall submit, not later than the 15th March, to the Board of Education the list of villages in which it is proposed that schools should be established, the representations that may have been received from those villages and the remarks of the District Committee. Lists, etc., to be submitted to Board of Education.

21. Before the commencement of each school year the High Commissioner, upon the report of the Board of Education, made not later than the 30th April, shall prescribe, by the 31st May, the villages in which schools aided by the Government shall be in operation during the school year then next ensuing, and may order that the inhabitants of the village in which any such school is situated, or if more than one village is benefited by the school, then of all the villages so benefited, shall contribute to the cost of such school in the manner hereinafter described. [Amended by Section 3 of the Education Amendment Law, 1897.] High Commissioner may order villages to contribute to cost of schools.

Provided always that no village shall be compelled to support a school against the wish of the majority of the tax-paying inhabitants. Amended by Section 3 of the Education Amendment Law, 1897.]

[New Section (Section 22) inserted by Education Amendment Law, 1897.]

22 [23.]* The Village Committee of Education shall decide, not later than the 20th August, what persons shall be appointed teachers in the village and the amount of fixed salary that shall be paid to each. Village Committee to appoint teachers, etc.

The teacher's salary shall be made up of

- (1) a fixed salary,
- (2) the Government Grant-in-Aid.

The amount of the fixed salary shall be recovered from the inhabitants of the village or villages interested in the school in the manner hereinafter described.

The Government Grant-in-Aid will be fixed according to the condition and progress of the school as ascertained by periodical inspections, and on consideration of the recommendations of the District Committee.

The Village Committee of Education shall inform the District Committee of the appointment of school teachers in the village not later than the 25th August.

* The numbers in square brackets are those introduced by the Education Amendment Law, 1897.

If Village Committees fail to appoint, District Committees to do so.

23 [24]. If a Village Committee of Education shall neglect or refuse to appoint within the time limited by this Law, the school teachers of the village, the Mukhtar of the village shall inform the District Committee of such failure to appoint a teacher, not later than the 25th August, and the District Committee shall, not later than the 10th September, appoint the teachers of the village in question, shall fix the amount to be paid to such teacher by way of fixed salary and shall immediately inform the President of the Village Committee of Education.

Provided that it shall be the duty of the District Committee to deliver, by the 15th September, to the Inspector of Schools, a statement showing the name of the school teacher that has been appointed for the school year then next ensuing, with the amount of the fixed salary to be paid to him, and whether the appointment of such teacher has been made by such District Committee or by the Village Committee of Education.

Notice, etc., of appointment of teachers.

24 [25]. The District Committee shall, by the 15th September, cause to be delivered to the President of each School Committee a notice calling upon the Village Committee within fifteen days of the receipt of the notice to apportion the amount of salary of the school teachers of the village, whether such school teachers have been appointed by the District Committee or by the Village Committee of Education, among the church or churches, or mosque of the village, as the case may be, and the resident tax-paying inhabitants belonging to the religious community interested in the school of the village or villages, according to the means of each person, and the sum so apportioned shall be known as "school fees" [*Amended by Section 5 of the Education Amendment Law, 1897.*]

Definition of certain terms.

25 [26]. "Resident tax-paying inhabitant" shall mean and include every person who resides in the village and is assessed for any form of taxation. "Church" shall mean the church of the village and shall include a church attached to a monastery situated within the limits of a village and in which the inhabitants are accustomed to perform public worship.

List of school fees to be certified, etc.

26 [27]. A list of the school fees assessed on each person shall be made in writing and certified by the signatures of the members of the Village Committee and by the seal or seals of the Mukhtar or Mukhtars of the village or villages interested in the school.

A copy of the list shall be posted in a conspicuous place in each village interested in the school, and a copy shall be sent within seven days from the completion of the list to the Chairman of the District Committee, accompanied by a certificate from the Mukhtar or Mukhtars, that a copy has been posted in each village.

Appeal against assessment.

27 [28]. Any person who may feel himself aggrieved by any school fee assessed upon him may appeal to the District Committee within ten days of the posting of the notice in the village.

Such appeal shall be in writing and shall state the grounds on which the assessment is objected to.

Enquiry into assessment.

28 [29]. On a day to be named in that behalf, the District Committee, or some person deputed by it for that purpose, shall proceed to enquire into the justice of the apportionment and into the appeals that may have been made.

Alteration or approval of assessment and appeal to Board of Education.

29 [30]. The District Committee, after such enquiry, shall make such alterations and amendments in the assessment list as it shall think just, and shall then approve it, and shall cause a copy of the list so approved to be handed to the President of the Village Committee.

Provided that either one-third of the persons assessed, or a number of them who are together assessed to pay not less than one-half, may, within fourteen days of the approval of the list by the District Committee, appeal to the Board of Education against the apportionment made by the District Committee. Such appeal must be in writing and must state the grounds on which it is made.

The Board of Education shall consider the appeal and make such order as may appear to it just, and such decision shall be final.

Provided also, that if it shall appear to the Board of Education that any gross injustice or irregularity has been committed in the partition of the village contribution, it shall be lawful for the High Commissioner, on the recommendation of the Board of Education, to order the imposition on that village of some definite tax to make up the village contribution. [Amended by Section 6 of the Education Amendment Law, 1897.]

30 [31]. On the approval of the list by the District Committee or by the Board of Education, as the case may be, the sum assessed for school fees on each person shall be payable by him and his heirs in such instalments and at such time or times as the High Commissioner may from time to time direct, and shall be recoverable in the same manner as Government taxes may be recovered. Recovery of school fees.

Provided always, that it shall be open to the High Commissioner, of his own motion or upon the application of the Village Committee, to direct that the whole or any portion of the school fees may be paid in kind instead of in money. And it shall be open to the High Commissioner to specify the kind of produce in which such school fees may be so paid, as aforesaid, and to fix, from time to time, the prices at which such produce will be accepted and to appoint the persons to whom and the places at which such produce may be so delivered and to regulate the sale of such produce.

31 [32]. There shall be added to the first assessment in each village, made as hereinbefore provided, a sum representing ten per cent. of the amount so assessed, and the additional sum so assessed shall be recovered at the same time and in the same manner as the school fees and shall be paid to a separate fund to be called "The School Fund." A separate account shall be kept of the school fund for Moslem and for Christian schools. Establishment of school fund.

32 [33]. If for any reason it shall not be possible for the Government in any year to recover from any village the full amount of the fixed salary advanced by it, it shall be lawful for the High Commissioner to order that the sum required to make up the amount advanced by the Government shall be paid to the Government from the school fund, and if that fund is not sufficient to meet the sums so advanced, the High Commissioner may then order that the balance of any sum so advanced shall be paid to the Government from the sum appropriated in each year for Grants-in-Aid to elementary schools, and any sum so ordered to be paid under the provisions of this clause shall be a first charge on any sum so appropriated for Grants-in-Aid to elementary schools. Mode of repayment of Government advances.

Provided always that any sum thereafter recovered for school fees shall in the first place be devoted to repaying any sum that may have been deducted from the sum appropriated for Grants-in-Aid and the balance shall be paid to the school fund.

33 [34]. The salaries of teachers shall be paid in such instalments and at such times as the High Commissioner may from time to time direct. Salaries of teachers payable in instalments.

34 [35]. The District or Village Committee may dismiss any teacher appointed under this Law, and no teacher so dismissed shall have any claim to salary beyond the day of his dismissal. Power to dismiss teachers.

Provided that only the Committee that has appointed the teacher has the right to dismiss him.

Provided also, that every teacher shall have the right to appeal against his dismissal to the District Committee if such dismissal has been made by the Village Committee, and to the Board of Education if such dismissal has been made by the District Committee.

35 [36]. If owing to the death resignation, or dismissal of a teacher, or to any other cause, there shall be a vacancy in any school, it shall be lawful for the Village Committee to appoint another teacher for the remainder of the school year, and the District Committee may order that such percentage as may be necessary shall be added to or deducted from the school fees assessed on the village or villages interested in the school. Power to fill up vacancies among teachers.

Provided that if the Village Committee shall not appoint another teacher to fill the vacancy so caused within fifteen days of the occurrence of such vacancy, it shall be lawful for the District Committee to appoint a teacher, and of such appointment the District Committee shall immediately inform the Village Committee.

CHAPTER III.—AS TO THE EXAMINATION AND CLASSIFICATION OF SCHOOL TEACHERS.

Three classes of school teachers.

36 [37]. The school teachers in Cyprus shall be divided into three classes.

Board of Examiners to classify.

37 [38]. Their classification shall be made by the Board of Examiners to be appointed as hereinafter provided.

Promotion of teachers to higher grade.

38 [39]. Those teachers of the second and third classes who shall wish to be promoted to a higher class, may, on application to the Board of Examiners, be subjected to a further examination to test their qualifications, but no such application shall be entertained until the expiration of two years after the first classification.

Applications of teachers to be examined.

39 [40]. A school teacher, whether he shall have been successful in such examination or not, shall not be entitled to ask to be submitted to a new examination until after the expiration of two years from his previous examination.

Appointment and remuneration of Board of Examiners.

40 [41]. It shall be lawful for the High Commissioner, from time to time, to appoint such persons as he shall see fit to constitute a Board or Boards of Examiners, and to prescribe the times and places at which such Boards of Examiners shall conduct such examinations as are hereinafter mentioned, and the remuneration to be paid to the persons constituting the Boards of Examiners.

Duties of such Board.

41 [42]. The duties of the Boards of Examiners shall be to examine such persons as shall apply to be examined with a view to testing their general knowledge, and competency to teach according to the new teaching method and to report to the Inspector of Schools the names of such persons as shall pass an examination to the satisfaction of the Board.

CHAPTER IV.—AS TO THE QUALIFICATIONS OF TEACHERS IN MOSLEM ELEMENTARY SCHOOLS.

Qualifications of teachers in Moslem Elementary Schools.

42 [43]. From and after the 20th August, 1896, no one shall be employed as a teacher of a Moslem Elementary Public School which receives a Grant-in-Aid from the Government unless either :—

- (a) he holds a diploma or certificate that he has passed through the full course of education at one of the superior Schools in the Turkish Empire known by the names of "Mektebi Idadi" or "Darul Muallimin," or
- (b) he holds a certificate that he has passed with credit the whole course of education at the Rushdie School of Cyprus, or
- (c) he holds a certificate from a Board of Examiners to be appointed by the High Commissioner, as is hereinbefore mentioned, that he is competent to be a master of an Elementary Moslem School.

Qualifications of schoolmistresses in Moslem Elementary Schools.

43 [44]. From and after the 20th August, 1896, no one shall be employed as a schoolmistress of a Moslem Elementary Public School for Girls which receives a Grant-in-Aid from the Government unless she holds a certificate from the Board of Examiners to be appointed by the High Commissioner, as hereinbefore mentioned, that she is competent to be a mistress of an Elementary Moslem School for Girls.

44 [45]. Every person who has fulfilled the conditions laid down in Clause 42 and Clause 43* shall be entitled to receive a certificate under the hand of the Board of Examiners and of the Inspector of Schools that he or she is duly qualified to be a teacher in a Moslem Elementary School. Certificate of qualification.

45 [46]. Teachers must be members of the Mahomedan religion and not less than eighteen years of age. Qualification as to religion and age.

Provided that for the teaching of foreign languages or any technical branch of education, it shall not be necessary that the teacher thereof shall be of the Mahomedan religion, nor shall it be necessary that such teacher shall have the qualifications prescribed by Clauses 42 and 43* of this Law.

CHAPTER V.—AS TO THE QUALIFICATIONS OF TEACHERS IN GREEK-CHRISTIAN ELEMENTARY SCHOOLS.

46 [47]. From and after the 20th August, 1896, no one shall be employed as a teacher of a Greek-Christian Elementary Public School which receives a Grant-in-Aid from the Government unless either :— Qualifications of teachers in Greek-Christian Elementary Schools.

- (a) he holds a diploma or certificate that he has passed through the full course of education in the training branch of the Cyprus Gymnasium or at some recognised Training School for Teachers, or
- (b) if he has been a teacher before the passing of this Law, he holds a certificate from the Board of Examiners to be appointed by the High Commissioner, as hereinbefore mentioned, or from the Masters of the training branch of the Cyprus Gymnasium, that he is competent to teach according to the new teaching method.

47 [48]. From and after the 20th August, 1896, no one shall be employed as a school mistress of a Greek-Christian Elementary Public School for girls which receives a Grant-in-Aid from the Government unless she possesses the following qualifications, that is to say :— Qualifications of Schoolmistresses in Greek-Christian Elementary Schools.

- (a) she holds a diploma or certificate that she has passed through the full course of education at some recognised Training School for Schoolmistresses, or
- (b) she holds a certificate from the Board of Examiners to be appointed by the High Commissioner, as hereinbefore mentioned, that she is competent to teach according to the new teaching method.

48 [49]. Every person who has fulfilled the conditions laid down in Clause 46* (sections a and b) and in Clause 47* (sections a and b) shall be entitled to receive a certificate under the hand of the Examining Board and of the Inspector of Schools that he or she is duly qualified to be a teacher in a Greek-Christian Elementary School. Certificate of Qualification.

49 [50]. Teachers must be members of the Greek Orthodox Church and not less than eighteen years of age. Qualification as to religion and age.

Provided that for the teaching of foreign languages or any technical branch of education, it shall not be necessary that the teacher thereof shall be of the Greek Orthodox Church, nor shall it be necessary that such teacher shall have the qualifications prescribed by Clauses 46 and 47* of this Law.

New Section (Section 51) inserted by the Education Amendment Law, 1897

CHAPTER VI.—GENERAL.

50 [52]. From and after the 30th September, 1896, no Government Grant-in-Aid shall be given to any school any paid teacher of which is not duly qualified under the provisions of this Law. Qualification of teacher essential to receipt of Grant-in-aid.

* The references are to the original numbering of the Clauses.

Certain schools exempted from this Law.

51 [53]. This Law shall not apply to the Elementary Schools in the towns of Nicosia, Larnaca and Scala, Limassol, Famagusta and Varosia, Ktima and Kyrenia, unless two-thirds of the tax-paying inhabitants of those towns shall express a wish in writing to the High Commissioner to be brought under its provisions.

Provided that the Government Grant shall continue to be paid to the schools in these towns as heretofore, even if they are not subject to the provisions of this Law, but provided also that no Government Grant-in-Aid shall be paid unless the teachers are qualified as provided in this Law.

Power to provide Grants-in-aid to schools of other denominations.

52 [54]. It shall be lawful for the High Commissioner to dispose of so much of the sum appropriated for Grants-in-Aid of schools as may be required to provide the Government Grant to schools belonging to religious communities other than the Moslem and Greek Orthodox communities and the balance only of the sum appropriated for Grants-in-Aid shall be disposed of under the provisions of this Law.

Repeal.

53 [55]. "The Schoolmasters' Qualification Law, 1892," is hereby repealed from the 20th August, 1896.

Short title.

54 [56]. This Law may be cited as "The Education Law, 1895."

Passed in Council this fifth day of April, in the year of our Lord one thousand eight hundred and ninety-five.

APPENDIX D.

THE EDUCATION AMENDMENT LAW, 1897.

CYPRUS.

No. XIV., 1897.

A LAW enacted by His Excellency the High Commissioner and Commander-in-Chief of the Island of Cyprus, with the advice and consent of the Legislative Council thereof,

"TO AMEND 'THE EDUCATION LAW, 1895.'"

[3rd August, 1897.

Be it enacted by His Excellency the High Commissioner and Commander-in-Chief of the Island of Cyprus, with the advice and consent of the Legislative Council thereof, as follows :

1. Section 6 of "The Education Law, 1895," shall read and have effect as though there were added at the end of section 6 the following words :

"and the number of teachers to be appointed at each school."

Amendment to section 6.

2. There shall be added to section 16 of the said Law the following proviso :

Addition to section 16.

"Provided that where more than one village is interested in a school, it shall be the duty of the Committee of the village in which the school has been prescribed to be held to fix a date for the holding of a meeting or meetings for the purpose of carrying out the duties imposed upon Village Committees by this section, and if the Committee of any other village interested in the school, after receipt of reasonable notice, shall fail to attend at the meeting or meetings, or if such village shall have failed to appoint an Education Committee, the decision of the village at which the school has been prescribed to be held, with regard to any of the matters enumerated in this section, shall, subject to the provisions of this Law, be binding on the village which has failed to attend or to appoint a Committee as aforesaid."

"Provided also that the Village Committee of Education may at any time decide that, in addition to the amount of the school-teacher's salary, there shall be collected any sum which in their judgment is required for the repairs, furniture, or general maintenance of the village school, and such sum shall be apportioned and collected in the manner by this Law provided for the apportionment and collection of school-teachers' salaries, and when collected shall be placed to the credit of the village from which the same has been collected."

3. Section 21 of the said Law shall read and have effect as though there were added after the words "then next ensuing" the words, "the number of teachers to be appointed to each village school;" and the said section is hereby further amended by the repeal of the proviso thereto and the substitution thereof of the following proviso, that is to say: Amendment to section 21.

"Provided always that no village shall be compelled to support a school against the wish of the majority of the inhabitants unless it shall appear to the Board of Education and to the High Commissioner that there is a reasonable prospect that such school will earn a yearly Grant-in-Aid from the Government of not less than £5."

4. There shall be added to "The Education Law, 1895," the following section which shall be numbered 22, and the subsequent sections of the said Law shall be re-numbered accordingly:

"22. It shall be lawful for the High Commissioner in any year, notwithstanding that the date by section 21 of this Law limited for prescribing the villages in which schools aided by Government shall be in operation, may have elapsed, to order that additional villages be added to the list of such villages and thereupon the inhabitants of such additional villages shall contribute to the cost of maintaining their schools in like manner as though the villages had been comprised in the original list." Additional section to be numbered 22.

5. Section 24* of the said Law shall read and have effect as though there were added after the words "notice to apportion," in the fourth line of the said section, the words "any amount which may have been written off as irrecoverable from past assessments together with." Amendment to section 24.

6. Section 29* of the said Law shall read and have effect as though there were added after the words "village contribution," in the third line of the last paragraph of the said section, the words:

"or if the members of the Village Committee in any year, whether before or after the passing of this Law, have failed to make the assessment of school fees required by this Law." Amendment to section 29.

7. Section 31* of the said Law is hereby repealed and in lieu thereof the following section is enacted: Repeal of section 31 and substitution of new section.

"32. There shall be added in every year to each annual assessment of school fees made under the provisions of this Law, a sum representing five per cent. of the amount so assessed, and such additional sum shall be recovered at the same time and in the same manner as the school fees and shall be paid to a separate fund to be called "The School Fund." The sums collected from Christian and Moslem schools shall be kept separate, and the same shall be respectively applied and paid half-yearly to the maintenance of the Gymnasium and of the Rushdie School."

8. There shall be added to "The Education Law of 1895," the following section, which shall be numbered 51, and the subsequent sections of the said Law shall be re-numbered accordingly:

* The references are to the original numbering of the Clauses.

Certificate to additional teachers.

"51. The Board of Education for Christian Schools, if it shall appear that the number of teachers qualified under Section 47* of this Law is insufficient to meet the requirements of existing schools, may decide that certificates will be granted to a limited number of persons who have not been employed as teachers before the passing of this Law and who shall satisfy the Board of Examiners of their competency to teach according to the new teaching method.

The Education Board shall give public notice of the time and place at which the examination will be held and of the number of certificates to be granted.

Any person who obtains a certificate under the provisions of this section shall be deemed to be qualified under Section 47* of this Law, and may be employed as a teacher in a Greek-Christian Elementary Public School which receives a Grant-in-Aid from the Government without undergoing any further examination."

Provisions for embodying this Law in Education Law, 1895.

9. The Education Law, 1895, shall, as from the passing of this Law, take effect subject to the additions, omissions and substitutions required by this Law and every copy of such first-mentioned Law printed after the passing of this Law, by authority of the High Commissioner, may be printed with the additions, omissions and substitutions required by this Law.

Short title.

10. This Law may be cited as "The Education Amendment Law, 1897," and shall come into force on a day to be notified by the High Commissioner in the *Official Gazette*.

Passed in Council this twenty-seventh day of May, in the year of our Lord one thousand eight hundred and ninety-seven.

NOTE.—This Law was assented to by an Order of the Queen in Council dated 3rd August, 1897.

* The references are to the original numbering of the Clauses.

THE
SYSTEM OF EDUCATION
IN
GIBRALTAR.

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THE SYSTEM OF EDUCATION IN GIBRALTAR.

I. INTRODUCTION.

The Rock of Gibraltar covers an area of about 1,200 acres, and comprises, according to its last census (1901), a population of 27,460, nearly all British subjects of all creeds, with a mingling of Moors and other nationalities, and including also a variable number of troops, amounting on the night of the census to 6,475. This population occupies the western slope of the Rock, which is divided into the North and South Districts, and again sub-divided longitudinally into the Upper and Lower Levels. In addition to this colony on the western side, there is a small village at the base of the precipice on the eastern side, called Catalan Bay, with a population of fishermen and their families.

Without going into previous history, the Rock of Gibraltar was in 1704 wrested from Spain by Great Britain.

There is nothing on record that throws much light on the state of education in Spanish times, and this may be accounted for by the transfer of archives from Gibraltar to the Spanish towns in the neighbourhood in 1704, when the place was evacuated by the native garrison and inhabitants. This want may also be traced to the loss of the annals, especially those of Portillo, the chronicler of Gibraltar during its various sieges. Don Francisco Maria Montero, the modern historian, a native of San Roque, makes no mention of any educational system, nor does Lopez de Ayala, who wrote sometime after the year 1704. That there existed in those times primary schools of the Municipality ("escuelas de primera enseñanza") there can scarcely be any doubt. Provisions for such form a part of the Spanish law, and even up to 1840 a few schools of this class, such as now exist at Linea de la Concepcion and Campamento, both towns in the neighbourhood of the Rock, were in operation in Gibraltar.

Owing to the geographical position of Gibraltar and to its commercial relations the acquisition of modern languages must always be a very important part of the education of the inhabitants. In the ordinary trading establishments two or more [European languages are in regular use.

The recognised official language is English, for the promotion of which a Government grant is given. Hence it follows that a knowledge of English holds the first place in the public mind, since a practical and colloquial acquaintance with it is a necessary qualification for all public employments, Government and municipal.

But Spanish is the current language of the great bulk of the people of Gibraltar, as is natural from the close and constant intercourse between Gibraltar and Spain, and their reciprocal depen-

dence socially and commercially. Although no Government grant has up to the present been allowed for Spanish, still teachers are obliged to make use of this language as a medium for the thorough teaching of English, and hence it is that the teacher in Gibraltar—professionally engaged as such—in order to qualify himself or herself for that important office, has to acquire a practical knowledge of Spanish.

II. WESLEYAN SCHOOLS.

The year 1832 witnessed the arrival of the Wesleyans in Gibraltar, and they immediately opened a charitable and undenominational school in connection with their mission. This school, beginning with very few pupils of all creeds, for a short time attracted many poor children, but finally want of accommodation and the withdrawal of the children of the Hebrew and Roman Catholic denominations compelled a transfer of those who remained to the Public School, which had been established about the same period. This arrangement, however, was only temporary, inasmuch as the regulations laid down by the managers respecting the freedom conceded to the children of the various religious denominations did not coincide with the views of the Wesleyan Conference, and they soon, *i.e.*, in 1833, opened schools of their own. These schools, which appear to have been carried on under the direction and management of a committee under the presidency of Dr. Rule, in premises which seem to have been originally granted to the Wesleyan Conference in or about the year 1829, were attended with very great success, and attracted a large number of pupils, so much so, that in 1842, when Dr. Rule left Gibraltar, there were established four day and two night schools belonging to the Wesleyan Conference, and these continued working for many years under the supervision of Dr. Hull (successor to Dr. Rule) with varying success, and are referred to in some of the Educational Reports as being model schools. For reasons which are not now completely traceable, but mainly owing to the development of other educational institutions, particularly the splendid schools which at that date had been erected by the Roman Catholics, and which, as was only natural, drew away a large number of Roman Catholic children, the Wesleyan schools gradually fell off, and in the year 1851 the school buildings passed into the hands of the then Roman Catholic Vicar-Apostolic. The school houses in the North District continued admirably to fulfil their mission up to the year 1855, between which date and 1860 the attendance again fell off, and in 1862 the scholars of both sexes were grouped under one roof. In 1878 new and commodious school premises were opened near the Chapel and Manse in Prince Edward's Road (North District), which continued until the year 1895, when the decline in the number of scholars, for the reasons above stated, coupled with the wish to convert the school building into a "Soldiers and Sailors' Home," in connection with the chaplaincy

work of the mission, led to the schools being finally closed. During the period 1854-1873 the Government grant in aid had varied from £14 to £35, and from 1874 to 1890 from £87 to £166. These schools may be truly said to have been the pioneers of education in Gibraltar, and the Conference has good reason to rejoice in the abundant results which have followed its early and very humble efforts—efforts which are most graphically described in “Recollections of My Life,” by William Rule, D.D.

III. THE PUBLIC SCHOOL.

In the year 1832 a Public school was opened in the Colony. This was a mixed school, open to all denominations and to children of both sexes. It was approved by the local government, and maintained by the voluntary contributions of all classes, irrespective of creed. The managing body was composed of representatives of the different religious denominations, exclusive of the Hebrews, but no provision was made for the teaching of religion in any form. ^{Establishment in 1832.} In this form the school continued with varying success until 1871, when, owing to the necessity for repairs to the premises, the boys' department was closed for three years, while the girls' school was continued in a small house rented for the purpose. The repairs having been effected, the whole school was reorganised in 1874, and the boys' department was reopened and continued until 1897, when it was again closed for want of funds, the girls' department being still continued. The teachers in this school are now appointed by the Committee of Management, but there does not appear to be any special arrangement for the professional instruction of the teachers, nor is there any system of pupil or apprentice teachers. Those who are instructors in the school are a head mistress at a salary of \$25 (£5) per month, two assistant teachers at \$8 (£1 12s.) each monthly, another assistant at \$4 (16s.), and three monitresses without salary. There are no arrangements at all for pensions. The religious instruction is in the hands and under the entire control of the Roman Catholic and Church of England clergy, who visit the school weekly with unvarying regularity to afford instruction in their respective creeds. ^{Teachers.} As this school is of an elementary character only, there is no provision for education in any of the higher branches, nor for training or instruction in handicrafts, &c., nor for drill and physical exercises. ^{Religious Instruction.}

In the winter of 1898 an evening school for boys was opened, and continued with good results, but was discontinued in the following winter for want of attendance. ^{Evening School.}

The average attendance at the Public school during the year ending 31st March, 1901, was 132, which has since increased, and the quarters following in the current year have shown an attendance of 141. ^{Average Attendance.}

This school is under Government supervision.

IV. CHURCH OF ENGLAND SCHOOL.

It appears from a reference to old records that during the period when Gibraltar was a penal settlement, and there were in the South District many families of persons attached to the Convict Establishment who belonged to the Church of England, and who had come from home to occupy posts in that establishment, and many other families residing in the same part of the Colony, the Colonial Government granted the use of a building, not far from the New Mole, where the establishment referred to was erected, for the purpose of opening a Church of England school. The school attracted many pupils, and was continued with much success until about the year 1875, when by reason of the Convict Establishment being broken up, and the families connected therewith leaving Gibraltar, the school attendance fell off, and in the year 1888 it was found so deplorably unsatisfactory that a suggestion was made to close it. In consideration, however, of the good work that had been done in former years, as well as of the misfortune that such closure must entail to the cause of education, efforts were made for its continuance, and they appeared for a brief period to promise success, but, unfortunately, without permanent results. This failure was hastened by the necessity of making considerable repairs to the school premises, estimated at a sum of about £200. A public meeting of those interested in the institution was held to determine what measures should be adopted, with a result unfavourable to its continuation, and therefore the school was finally closed on the 31st January, 1889. The few English children were placed in the military schools, which had at that time a sufficiency of room.

Now that numbers of workmen and their families have come out from England in connection with the Admiralty dockworks, and that there is no public school for boys other than the Roman Catholic schools, it may be suggested to the Committee of the Public School in Flat Bastion Road to reorganise the boys' department, which, as stated, was closed in 1897.

V. ROMAN CATHOLIC SCHOOLS.

In or about the year 1840 a movement was set on foot by the principal inhabitants of Gibraltar with a view to obtain aid from the Government for an organized system of education, differing from that pursued by the Wesleyan schools and Public school. A letter was addressed to the then Vicar-Apostolic of Gibraltar, dealing forcibly with the pressing need for a system of education based on the principles of the parental rights of the community to have their children educated in their own religion.

In response to the application which was put forward by the then Vicar-Apostolic (Dr. Hughes) in consequence of this letter, the Government promised a sum equal to a third of that realised by voluntary contributions, and two subsidised schools were opened

in the town—the principal one at that time being in Castle Ramp, which gave accommodation to more than 300 boys. This school was conducted by two qualified teachers who were brought from the home country.

Amongst the educational institutions founded about this time, Loretto
Convent. was the boarding and day school for young ladies in Europa Main Road, now called “Loretto Convent.” This was placed under the management of the community of Sisters of Loretto, consisting of members from the present house in Dublin. This school receiving very earnest support and patronage from the inhabitants, a second institution of the same order, and working on similar lines, was established in the centre of the town district, called Green Market.

The work of education so begun by the Roman Catholics in 1840, under the Vicar-Apostolic, Dr. Hughes, was followed up by his successor, Dr. J. B. Scandella, in 1856, and was completed by the foundation of a college for the higher education of young men. This establishment was first opened in New Mole Parade, South, but was afterwards transferred to a more suitable locality in Europa Main Road, in the same district, where an extensive building was erected and named St. Bernard's College. St. Bernard's
College. This college, the first of its class for higher education in Gibraltar, attracted a great number of students, and is mentioned with much eulogy by the Spanish historian above mentioned, Don F. M. Montero; it continued in operation until the year 1878, when, owing to a variety of causes, it was closed in December of that year.

A few years before the closing of St. Bernard's College, the then The Christian
Brothers. Vicar-Apostolic, Dr. Scandella, made an application, in which he obtained the support of the members of the Roman Catholic Schools Committee and principal inhabitants of that religion, for a community of Christian Brothers. This request, preferred to the Superior General of the Order, was acceded to, and in January, 1878, four brothers arrived in Gibraltar, and at once took charge of the school at Castle Ramp, North, and, later on, of St. Joseph's, South District. The results of the system of teaching thus introduced by the Christian Brothers soon began to be known in the city, and a desire was generally expressed to secure additional teachers from the same Order for the children. In furtherance of this desire, a deputation of citizens waited on the Vicar-Apostolic, who readily endorsed their views regarding a high-class school, in lieu of St. Bernard's College, and, this new application being granted by the Superior General of the Christian Brothers, additional brethren were sent out, which enabled the then local superior, the late Rev. W. G. O'Brien, to open a college in Commercial Square, North District, in September, 1878. For many years the work was continued in such class-rooms as could be afforded by rented premises, but at length a purchase was effected of a freehold property in Line Wall Road, also in the North District, and this building, after much labour, and a considerable outlay, was converted into a commodious educational establishment—the present

Line Wall
Day
College.

Line Wall Day College. This establishment is not under Government inspection, but is the chief institution for secondary education in the Colony. It has ample accommodation for more than 150 pupils, and is furnished with all the necessary mathematical appliances, together with a good hall and museum. The course of studies comprises a complete English and commercial education, to which are added mathematics, physical sciences, drawing, vocal music, typewriting, modern languages, classics, and also gymnastics, the latter being under the tuition of the professor of the Garrison Gymnasium, where the students attend on two mornings in each week. The number of students in daily attendance is about 140, and at present the school is attended by fourteen non-Roman Catholics, who are not present during the religious instruction daily afforded to the Roman Catholic boys. The examinations are conducted annually by the College of Preceptors, and pupils are also prepared for matriculation at the Universities of the United Kingdom.

Christian
Brothers'
method of
teaching
English.

With respect to the plan adopted by the Christian Brothers generally for teaching the English language, it may be useful to note that at first the Ollendorf method was tried, but as this could only be utilised for the more advanced pupils, who were well able to read, it was found that a different plan must be adopted, and a Spanish-English vocabulary introduced at the very threshold of education. For this purpose a translation was made of the school reading books from the junior standards upwards, and these vocabularies, in manuscript form, were put into the hands of junior teachers, who were trained to use them in the same manner as the principals themselves.

Bi-lingual
readers.

In the course of one or two years' trial these manuscripts gave place to a comprehensive series of bi-lingual readers, which are now in the hands of all the children in the Christian Brothers' schools, and are also in use in some of the other schools in receipt of Government grants. This bi-lingual series is found of great utility in teaching English.

El-ementary
Schools
conducted by
Christian
Brothers.

The schools at "Sacred Heart Terrace," in Bruce's Gully, North District, Upper Level, were built, partly by a donation from the Government and partly by means of a bequest for educational purposes, at a cost of about £1,000. These schools have a daily attendance of 357 (1901), and have a teaching staff of six Brothers and eight pupil teachers.

The schools of Our Lady of Lourdes, in Upper Castle Road, also North District, Upper Level, have been recently built to replace the old schools in Castle Ramp. The total cost of building and furnishing of these schools amounted to £4,600, and they possess four large school-rooms, with four smaller rooms, and were built by means of a bequest left to the Vicar-Apostolic. The teaching staff consists of four Brothers, one extern master, and six pupil teachers. These schools have a daily attendance of 398 (1901).

The schools of Our Lady of Victories, in Naval Hospital Hill,

South District, Upper Level, formerly the Church of England schools, were given over to the then Vicar-Apostolic in the year 1889, and upon them, in alteration and repairs, was expended about £300. The building, as it at present exists, has two large rooms with class-rooms, and there is a daily average of 114 (1901), the teaching staff consisting of two Brothers, one extern master, and one pupil teacher.

The school programme in the above establishments covers all the subjects comprised in the Education Code, ranging from Standard O to VI., inclusive. In addition to these, the advanced classes in all the schools are taught elementary mathematics, science, book-keeping, vocal music, tonic sol-fa, also drawing, freehand, mechanical and architectural; the use of scales, plans and elevations, and physical drill also form part of the daily exercise in all these schools. The studies of the elder pupils are directed, so far as time and circumstances will permit, with a view to their future avocations. By means of hand training in drawing and mensuration tastes are cultivated and encouragement given towards technical arts, carpentering, engineering, &c., with a view to remedy a want long felt in Gibraltar of skilled artisans.

The schools at Johnston's Passage, called St. Mary's, North District, Upper Level, are under the control of the Sisters of Loretto, and were built by means of a bequest. They consist of two large schoolrooms, with several class-rooms, some of which are used for technical purposes, viz., sewing and all the branches of needlework which is carried to a very high level of efficiency. These establishments have a daily average attendance of 250 (1901), and the teaching staff consists of two Sisters and a large number of adult pupil teachers.

St. Joseph's Schools, South District, upper level, are situate in Witham's Lower Road, and are, like St. Mary's Schools, under the supervision of the Sisters of Loretto. They possess four good rooms, one of which is used for needlework, etc., and another for infant boys. The teaching staff comprises two Sisters and a number of pupil teachers, the average attendance being 133 (1901).

The course in these schools includes all the subjects prescribed by the Education Code, with needlework in all its branches. Vocal music is also part of its programme.

The paucity of Roman Catholic trained female teachers in the girls' schools, as compared with the number of male trained teachers in the boys' schools, may be accounted for by the fact that there are a very great number of private schools, in most of which instruction is conducted by women.

VI. INFANT AND INDUSTRIAL SCHOOL.

In the year 1855 an infant and industrial school was originated by several gentlemen who subscribed the necessary funds to start it, a Miss Davies being appointed mistress. This school is a Govern-

ment-aided school, and is still prosperous. The building in which it is carried on is a house granted by the Colonial Government in Civil Hospital Street, North District, Upper Level. The present mistress is Miss C. Garcia, appointed in 1890.

The schoolmistress is elected by the Committee, and receives a monthly salary of \$25 (£5). There does not appear to be any arrangement for professional training. Pupil teachers, eight in number, are appointed by the schoolmistress, and are remunerated for their services by an aggregate wage of \$29 (£5 16s.) per month. There are no arrangements for pensions. With respect to religious instruction, clergymen attend once in each week for the purpose of affording instruction to all the children in conformity with their respective creeds, but, as the school is undenominational, there are no special arrangements made with this object.*

Singing is taught, but from the nature of the establishment further instruction, as for manual training or handicrafts, etc., is not applicable. The present average daily attendance at this school is 151, which is the highest permitted by its rules.

VII. CATALAN BAY SCHOOL.

This school is situated in the fishing village called Catalan Bay, on the eastern slope of the Rock, and consists of a small mixed school of boys and girls, with an average attendance of about 80. It has one principal teacher, a native Roman Catholic priest, and two assistant teachers for boys and girls respectively. The same system of instruction, and the same reading-books, etc., have been adopted as in the schools of the Christian Brothers, the principal teacher and the male assistant having been trained therein. Some time during last year an application was made to place this school under Government supervision, but as it did not attain to all the requirements of the Code the application could not then be entertained.

VIII. HEBREW SCHOOLS.

The Hebrew schools in Gibraltar were started in the year 1876, in Engineer Lane, North District, and were maintained by an annual voluntary subscription from the Jewish community, amounting to 3,600 pesetas (£144), and a grant from the poor fund of 2,000 pesetas (£80). This grant was afterwards raised to 3,000 pesetas (£120), and some time after augmented to 6,000 pesetas (£240). In the year 1879 a grant was allowed by the Government for the first time, amounting to 3,855 pesetas (£154 4s.)

* According to later information received from the Colonial Inspector of Schools, religious instruction in the Infant and Industrial School is now given during school hours, half an hour being set apart in the time-table, twice weekly, for such purpose.

In 1878 a night class was opened to promote the study of English and Spanish, and a girls' department was incorporated in 1880. These schools, as might have been expected, having regard to the large Jewish community in the colony, met with great success, and in 1885 the English department was transferred to Cornwall's Lane by direction of the Government Inspector, and in 1888 was again transferred by his order to College Lane, both in the North District.

In 1893, owing to the buildings becoming unfit and out of repair, the classes in the school in College Lane, including the girls' department, were directed by the Government Inspector to be removed to the former premises in Engineer Lane, for want of any other suitable house. At this date it appears that the Government grant amounted to 830 pesetas (£33 4s.). From this date, owing to the lack of adequate premises, this grant was withdrawn, and not renewed until 1897, but the schools were maintained with success by private contributions and management.

The present position of these schools is in Bomb House Lane, North District, Lower Level, the site having been granted by the Government in 1895, under a lease for twenty-one years. The building cost a sum of 65,000 pesetas (£2,600), of which the Colonial Government contributed 12,500 pesetas (£500), and the Anglo-Jewish Association of London £200. The remainder was defrayed by voluntary donations and subscriptions. The schools were opened in the present building on the 11th October, 1898. The average attendance of pupils for the last three years has been as follows:—

Average
Attendance.

1898-99	..	Boys, 84	..	Girls, 65	..	Total, 149
1899-00	..	Boys, 80	..	Girls, 69	..	Total, 149
1900-01	..	Boys, 71	..	Girls, 73	..	Total, 144

The cost of maintenance is defrayed from legacies, donations, Government grants, and school pence, the balance being covered by a grant from the Hebrew Poor Fund, which for the last three years has voted 6,000 pesetas (£240) annually, including the portion due for the religious instruction.

Cost of
Maintenance.

A Committee of seven, including the delegates from the managing branch of the community, is elected triennially, and a ladies' committee of five attend to the girls' department. This Committee is specially empowered to provide dresses and boots for the poor classes in order that the attendance may not be curtailed by reason of any want of these requisites. This item of expenditure is borne by voluntary subscriptions and donations from a ladies' relief fund.

Committee of
Management.

The boys' department consists of two large and one small class room and a playground; the girls' department of one large and one small room and a playground; the whole being supplied with the most modern requisites for schoolwork.

The schools have eight separate classes or standards, ranging from O to VI., for each of which there is a fixed routine, in accordance with the Education Code of the Colony. The education

Course of
Instruction.

comprises reading, writing, arithmetic, geography, and grammar for boys, and the same for girls with the addition of needlework.

Evening
Classes.
Teachers.

Evening classes for boys were at first started, but after some time were given up for want of attendance.

The whole work of these schools is under the superintendence of a head master, at a salary of £150 per annum, assisted by one teacher at \$15 (£3) per month, in addition to which there is a Spanish teacher for the boys' department; the girls' department being under a head mistress, at a salary of £50 per annum, assisted by two teachers at a monthly salary of \$8 (£1 12s.) each.

Government
Grant.

The Government grant for these schools was £128 2s. in 1900-01.

IX. ARMY SCHOOLS.

In a report on the rise, progress and present state of education in this Colony, it seems not out of place, and, indeed, desirable, to refer, however briefly, to the schools at present existing in connection with the troops quartered in the command, who, as is pointed out in the early pages of this report, compose a considerable proportion of the population of this community.

For this purpose, as well as with the object of presenting in a succinct form the present condition of the schools under Government supervision, and the Army schools referred to, tabular statements of all these establishments are given as a supplement to this report. (See Appendices B and C.)

X. PRIVATE SCHOOLS.

The private schools previously alluded to, as being mostly conducted by women, are sixteen in number, and include some establishments of a very high order of merit. Education is therein provided for infants and elder children of both sexes and all creeds, with a daily aggregate attendance of 880, and if to this very respectable total is added the averages of all the Government-aided and Army schools, and others, referred to in these pages, it seems unquestionable that education in Gibraltar has been assiduously cultivated from the earliest period of its history as a British Colony, and presents to-day a most praiseworthy and encouraging aspect.

XI. MISCELLANEOUS.

Inspectorates

During the last twenty-three years inspection has been carried out by a single responsible officer appointed for the purpose and amenable, like other heads of departments, to the Governor, as the chief executive authority in the Colony.

Examinations by this Inspector take place annually, and pupils are tested and classified according to proficiency in writing, reading, arithmetic, geography, grammar, etc., such examination being followed by the Report of the Inspector, which is furnished by him to the Governor.

Compulsory
Attendance.

No special enactment for enforcing attendance at schools finds a place in the Statute Book of the Colony, nor does any such regulation appear to be, for the present at least, specially requisite. It

appears from the history of education here that the largest, best attended, and best equipped schools are those of the Roman Catholic community, which, by reason of superior organisation, and the compulsion which the priests are enabled to bring to bear, are in a great measure independent of any such compulsory rules, and it is doubtful whether any such would be of lasting advantage.

There is not a single night school in the Colony, a fact which is regrettable, since, education not being compulsory, numbers of boys are sent out to work by their parents at a very early age.

It is much to be deplored that cookery, so frequently a part of educational systems in England in public elementary schools, has never been taught in Gibraltar, to the great detriment of general health and thrift.

The grant allowed by Government in respect of the schools referred to in Appendix B for the year ending 31st March, 1901, was £1,635 17s. Government Grant.

G. F. CORNWELL,
Colonial Inspector of Schools, Gibraltar.

March, 1902.

APPENDIX A.

GIBRALTAR.

EDUCATION CODE AND RULES FOR GRANTS IN AID OF ELEMENTARY SCHOOLS.

REVISED 1892, 1893, AND 1899.

General
Condition
of Grants.Inspector of
Schools and
his duties.Religious
Instruction.Secular
Instruction.

1. The Grants from Public Revenue to be made in aid of Elementary Schools for the Education of the Poor of Gibraltar will as heretofore be dependent upon the Schools fulfilling the conditions laid down in this Code, and upon such other conditions as may be determined from time to time by H.E. the Governor with the approval of the Secretary of State.

2. An Inspector of Schools shall be appointed to verify the fulfilment of the conditions on which the grants are to be made—to examine into the attendance and proficiency of scholars—and to report annually, or from time to time, on all such subjects as well as on the efficiency of each School in respect of organisation, discipline, and instruction—and annually to assess all grants in aid under this Code with the approval of the Governor. In case of vacancy of the Inspectorship this officer is to be nominated by H.E. the Governor, subject to confirmation by the Secretary of State.

3. In making the necessary examinations of the Scholars and Registers of attendance the Inspector shall be assisted by the Managers of the Schools, and by such other temporary assistant examiners as the Governor may approve.

4. The Inspector shall be at liberty to visit a School at any time without notice, and to call for and examine any Registers or School Books or Accounts ordered by these Rules to be kept and submitted for inspection.

5. The Inspector will not examine any Scholar in any religious subject, nor will he in any way interfere with the religious instruction. No grant or credit shall be given in respect of any instruction in religious subjects.

6. The Inspector will require and satisfy himself that at least 1½ hours of each attendance, counting towards a Grant, are devoted to secular instruction given in the English language. The necessity for the use of Spanish in teaching English, especially in the lower Standards, is fully recognised, and it must not in any way be considered as precluded or discouraged by this Rule.

7. No School shall be eligible for any grant until the Governor has been satisfied by the Report of the Inspector:—

(a) That suitable premises, approved by the Inspector, are provided.

(b) That it is a Public Elementary School for the primary education of the children of the poor of Gibraltar.

(c) That the School is managed by some responsible person, Board, or Committee—solely in the public interest and not for any gain or profit direct or indirect. This or these persons to be called the Managers:—and in the case of a Board or Committee the Managers will correspond with the Inspector of Schools through their own appointed Secretary.

(d) That it has at least one efficient or trained teacher approved by the Inspector.

(e) That it is open to inspection and examination, for which every facility must be given by the Managers.

(f) That Aliens are excluded until all British children shall have been provided for—that children be admitted by priority of appli-

cation—that no child is refused admission except on grounds allowed by the Inspector or sanctioned by the Governor.

- (g) That children who have attained fifteen years are not retained in the School, this rule remaining in force until the dearth of School places shall have been made good.
- (h) That the following books, in approved form, are regularly kept and posted up and submitted for the examination of the Inspector whenever required, viz. :—

A General Admission Register.

The necessary Class Registers with Summary ; also a Register of Payments by the Scholars.

The Account of detailed receipts and detailed expenditure of the Manager or Treasurer.

The Capital Account of the Manager or Treasurer.

The School Log Book.

- (j) That under ordinary circumstances the School shall have been opened 400 times in the School year, or shall have met 200 times morning and afternoon for at least three hours of secular instruction in English.

That in the case of a Night School it shall have been opened 40 times in the year for not less than 1½ hours secular instruction in English.

- (k) That in Girls' and Infant Schools suitable instruction in plain needlework has been provided.
- (l) That the finances of the Schools receiving Government grants are kept quite separately from those of any unaided Schools, even though the latter may be under the same Manager.

8. An attendance to count for a grant shall be from 10 a.m. to 12 noon, and from 12.30 p.m. to 2.30 p.m. The roll must be called at 10 a.m. and at 12.30 p.m., and the Registers marked forthwith. Any child absent at roll call must be returned as "absent" on the Register, and any child leaving school or removed from school before the close of the meeting must be subsequently marked on the Register as "absent." The Master or Principal Teacher will be held responsible that this rule is followed.

9. The average number of scholars in attendance for any period is found by adding together the attendances of all the scholars for the period, and dividing the sum by the number of times the school has met within the same period, the quotient being the average number in attendance, and it should be taken at the nearest whole number.

10. Whenever the Governor shall be of opinion that the preservation of Public Health or other urgent cause demands the closing of the public schools, the Managers of every aided school shall comply with all instructions from the Governor as to closing and re-opening the school.

11. The Managers of Schools should bear in mind that aid is given to their schools on the understanding that the schools are devoted to the education of the children of the poor and of the labouring classes. The Managers should, by personal enquiry based on frequent examination of the General Admission Register, satisfy themselves that the children received are only those whose parents or guardians are employed in manual labour, or in receipt of daily or weekly wages or otherwise in receipt of an income of less than £80 a year. It must be clearly understood that children of parents having an income of between £80 and £125 a year can only be admitted to the schools if and when there is accommodation for them after meeting the declared wants of the children of poorer parents.

12. For testing the proficiency of the Scholars the Inspector shall be at liberty to examine the Scholars individually or in class, and by *viva voce* or by written tests ; and the Inspector may arrange a special annual visit for this purpose, of which he will give notice, and on this occasion the School Managers are requested also to visit the School.

13. Great importance will be attached to the accuracy and trustworthy characters of all Registers, records, returns and certificates ; and as grants

of money from Public Revenue depend upon these records and certificates the Teachers or Managers signing and attesting such documents will be held responsible that they only sign after full, careful and adequate personal enquiry.

14. The amount of the annual grant to each School will be assessed and settled by the Inspector with the approval of the Governor, according to the general scale hereinafter provided.

15. The grants may be withheld or reduced on account of neglect in management, of non-conformity with the Code, of general inefficiency or want of discipline, or on account of any other specific defect of the School which the Inspector may bring to the notice of the Governor.

16. The Table of Standards hereinafter given is intended as a guide to the Managers for classifying the children under instruction and examination. The Managers shall classify the children, and record each child's progress through the Standards. As a general rule, a child will be expected to rise one Standard each year.

17. School-pence shall be regularly collected and brought to account, and shall be in weekly payments not less than 10 centimos and not exceeding 100 centimos, according to the Manager's view of the means of the parents or guardians. In the case of any child, whose parents or guardians declare to the Managers their inability to pay 10 centimos a week, a special grant will be allowed by the Inspector not exceeding five shillings to the Managers for such child, but the Inspector will require a certificate recording the circumstances of each case, prepared by the Managers and endorsed by the Chief of Police or a Minister of Religion, after personal enquiry by them. Printed forms for these certificates will be furnished by the Government.

18. In order to prevent overcrowding of the Schools, the Inspector will, from time to time, fix a number for each School, beyond which the average number in attendance shall not be allowed to pass. For this purpose the Inspector will take measurements and have regard to all the circumstances of the buildings in each case.

19. In any poor school where trades or crafts shall be taught to the boys, or where thrift, house management and cooking shall be taught to girls, to the satisfaction of the Inspector, such School shall be eligible for a grant, even though its management may not be conducted in other respects according to the preceding sections of this Code. The Inspector will assess such grants having regard to all the circumstances of the School.

[The peseta of 100 centimos is of the value of about a franc.]

GENERAL SCALE OR TABLE OF GRANTS

That may be made to Poor-Schools in aid of annual maintenance.

In a Day School.

	£	s.	d.
In an efficient School, either for Boys, or Girls, or Infants or			
a Mixed School, per child in average attendance - -	1	0	0

In a Night School.

For each Scholar who shall have made forty attendances in			
the year - - - - -	0	6	0
For each Scholar in average attendance - - - -	0	15	0

N.B.—The rule as to age limit does not affect the scholars in a night-school.

	0	1	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.
READING ...	Words and sounds of two or more letters.	Monosyllables.	One of the narratives next in order after monosyllables in an elementary reading book used in the School.	A short paragraph from an elementary reading book.	A short paragraph from a more advanced reading book.	A few lines of poetry or prose.	A short ordinary paragraph in a newspaper or other modern narrative.	To read with fluency and expression.
WRITING ...	Copy the strokes and characters on the blackboard.	Write the letters from dictation. Copy a line written on the blackboard.	Copy in manuscript character a line of print and write from dictation a few common words.	A sentence from the same book slowly read once and then dictated in single words.	A sentence slowly dictated once, a few words at a time, from the same book.	A sentence slowly dictated once, a few words at a time, from a reading book used in the School.	Another short ordinary paragraph in a newspaper or other modern narrative, slowly dictated once by a few words at a time.	A short theme or letter, or an easy paragraph.
ARITHMETIC	Counting and notation.	Simple addition and subtraction of single numbers.	Simple addition and subtraction of numbers of not more than four figures, and the multiplication table to multiplication by six.	The multiplication table and any simple rule as far as division.	Compound rules (money).	Compound rules (common weights and measures).	Practice or Bills of Parcels, with mental arithmetic.	Proportion and vulgar or decimal fractions. Mental arithmetic.
GEOGRAPHY	—	—	—	—	Elementary Geographical Terms and Definitions. Divisions of the World, British Isles and Colonies.	General Elementary Geography of the World. Europe, British Isles.	Geography of Europe and another Continent, as well as of the British Isles and Colonies.	Geography of the Continents as well as of the British Isles and Colonies.
GRAMMAR...	—	—	—	—	—	To point out the parts of speech in a simple sentence.	The parts of speech with their relations in a sentence.	The parts of speech with their relations in a sentence and Analysis of a sentence.

APPEN
STATEMENT REGARDING GIBALTAR

No. of Schools.	Situation.	Infants or Elder Chil- dren.	Name of School.	Boys or Girls.	Average daily Atten- dance.
(13) Thirteen.	Flat Bastion Road.	Both.	Public.	Girls.	141
	Bruce's Gully.	Both.	Sacred Heart, North.	Boys.	145
	Do.	Both.	Sacred Heart, South.	Do.	211
	Naval Hospital Hill (South).	Both.	Rosia, or Our Lady of Vic- tories.	Do.	113
	Upper Castle Road.	Both.	Our Lady of Lourdes, Upper.	Do.	171
	Do.	Both.	Our Lady of Lourdes, Lower.	Do.	211
	Johnston's Passage.	Elder Children.	St. Mary's.	Girls.	101
	Do.	Infants.	St. Mary's.	Do.	149
	Witham's Lower Road (South)	Elder Children.	St. Joseph's.	Do.	45
	Do.	Infants.	St. Joseph's.	Do.	88
	Civil Hospital Street.	Both.	Infant and Industrial.	Do.	150
	Bomb House Lane.	Both.	Hebrew.	Boys.	71
	Do.	Both.	Hebrew.	Girls.	74

DIX B.

SCHOOLS RECEIVING GOVERNMENT GRANT.

Number of Teachers.	Pay.	Subjects taught.
One Mistress and six teachers.	£5 per month to Mistress, £3 4s. to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Needlework.
Two Christian Brothers and four pupil teachers.	£2 12s. per month to pupil teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Drawing, Singing, Physical Drill, etc.
Four Christian Brothers and four pupil teachers.	£4 4s. per month to pupil teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Book-keeping, Drawing, Singing, Stenography, Euclid, Mensuration, Physical Drill, etc.
Two Christian Brothers, one extern teacher and one pupil teacher.	£2 18s. per month to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Drawing, Book-keeping, Singing.
Two Christian Brothers and four pupil teachers.	£3 10s. per month to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Drawing, Book-keeping, Elementary Science, Mensuration, Singing, Euclid, Physical Drill.
Two Christian Brothers, one extern teacher, and two pupil teachers.	£4 2s. per month to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Elementary Drawing, Singing.
One Sister and five pupil teachers.	£5 6s. per month to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Needlework, Singing.
One Sister and six pupil teachers.	£4 12s. per month to teachers.	Reading, Writing, Spelling, Needlework, Singing.
One Sister and three pupil teachers.	£3 2s. per month to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Needlework, Singing.
One Sister and three pupil teachers.	£2 16s. per month to teachers.	Reading, Writing, Arithmetic, Spelling, Needlework.
One Mistress and eight pupil teachers.	£5 per month to Mistress and £5 16s. to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Singing, Needlework.
One Master, one teacher, and one pupil teacher.	£12 10s. per month to Master and £3 to teachers.	Reading, Writing, Arithmetic, Geography, Grammar.
One Mistress and two pupil teachers.	£4 3s. 4d. per month to Mistress and £3 4s. to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Needlework.

APPENDIX C.
STATEMENT REGARDING THE ARMY SCHOOLS AND TEACHING STAFF AT GIBRALTAR.

Schools. No. of	Place.	Infants or Elder Children.	Corps.	Attended by Boys or Girls.	Average daily Attend- ance of Children.	No. of		Subjects Taught.	
						Masters.	Min- istres.		
11 (Eleven)	(1) Europa ...	...	R. G. Art'y., S. Section	Both ...	53	—	1	Reading	Natural History
	(2) Buena Vista ...	...	2nd Bn. Cam. Highlanders	Do. ...	45	—	1	Spelling	Note Singing
	(3) South Barracks ...	...	1st Bn. Royal Berks Regt.	Do. ...	44	—	1	Arithmetic	Song Singing
	(4) Prince Edward's Rd	...	Royal Engineers	Do. ...	281	—	1	Writing	Kindergarten
	(5) Castle Road ...	...	R. G. Art'y. N. Section	Do. ...	48	—	1	Dictation	History
	(6) Casemate Barracks	...	2nd Bn. Royal Garr. Regt.	Do. ...	47	—	1	Object Lessons	Scripture History
	(7) Europa ...	...	Europe	Both ...	46	1	—	Reading	Needlework (Girls)
	(8) Buena Vista ...	...	B. Vista and South Barracks	Do. ...	64	3	—	Arithmetic	Algebra (Boys)
	(9) Castle Road ...	...	North District	Boys only	243	2	—	Writing	Recitation
	(10) Casemates ...	...	Do.	Girls only	59	—	3	Composition	Physical Drill
	The Schools marked (7) to (10) are also attended by soldiers three hours daily under the six masters after the Children's school hours. Subjects as at North Front.						—	—	Object Lessons
	(11) North Front ...	Soldiers	Troops at N. Front ...	—	Total ...	Acting Masters.		Reading History	Writing Geography and certain extra subjects.
						1	9		

(a) The Masters and Mistresses are paid from Army Funds. (b) The Mistresses' pay ranges from 2s. 2d. to 3s. 6d. daily, with quarters, &c., or allowances in lieu. They qualify for pensions after 21 years' service, or 10 years if invalided, 10d. to 2s. 6d. daily, according to service. (c) The Masters are enlisted as soldiers—pay 4s. to 7s. daily. Pensions 3s. 6d. to 5s. They are also eligible for appointment as Inspectors of Army Schools. (d) Some of the elder girls are employed as Monitresses and Pupil Teachers—rates of pay £4 to £18 yearly; increased yearly rates depend on good conduct and result of yearly examinations.

APPENDIX.

EDUCATION IN JAMAICA IN ITS RELATION TO SKILLED HANDICRAFT AND AGRICULTURAL WORK.

I. INTRODUCTION.

It is assumed that those who read this paper will have access to the full general statement on the subject of Education in Jamaica, written by the Hon. T. Capper, B.A., Superintending Inspector of Schools, Jamaica, and published in Vol. 4 of "Special Reports on Educational Subjects" (and also separately) with supplementary notes by Mr. M. E. Sadler (Wyman & Sons, Ltd., Cd. 416).

The special point of view of this paper is education in its relation to skilled handicraft and agricultural work, having regard principally, though not exclusively, to the black and coloured people who constitute the labouring and the artisan classes in Jamaica.

II. TRADES.

During the period of slavery, though little was done for the education of this section of the population in book learning, there was on the estates practically a universal system for training a regular succession of masons, carpenters, blacksmiths, coopers and workers in other similar trades. Frequently artisans were brought out from England to become the head men in these departments ; and in other instances native workmen were quite competent to instruct those put under them, and so hand on to the next generation the secrets of their trades. A practical knowledge of handicraft was thus widely diffused ; and there were artisans everywhere in sufficient numbers to perform all the work of this sort required. After the abolition of slavery, and particularly in more recent years, the increasing difficulty of profitably cultivating the old staple products of sugar and coffee, and the consequent gradual breaking up of estates, have largely stopped the normal supply of skilled mechanics. Everywhere there are some ; and in the neighbourhood of towns, where building operations are carried on more or less continuously, younger men have come in to take the places of the older ones who have become incapable, or have died ; though many of the younger generation are not as competent as the older well-trained men. Their work on the whole is good when done under the careful supervision of firms who get rid of incompetent and careless men. For example, the house in which the writer lives near to Kingston is a fairly good-sized modern building—concrete foundation, brick walls, and woodwork of American lumber, shingled roof, ceiled rooms. The work was all done by native workmen, under the kind of supervision just mentioned, and will compare satisfactorily with English work of the kind.

The bricks were also made by native labour under like supervision. In many of the country parts it is not easy to get good work of this sort done.

The same diminution in numbers of skilled artisans seems to have taken place in the Southern States of America, largely from the same causes. After the time of the final abolition of slavery in Jamaica in 1838 up to about fifteen or twenty years ago, that is to say for a period of forty years, there was an arrangement similar to that then in vogue in England, of apprenticing boys to trades. This has practically ceased; that is to say, there are few instances of boys being indentured for long periods as apprentices. The old system of training under slavery was abolished with slavery. The system that took its place within the intermediate period above referred to has practically broken down, and the needs of the future have to be faced under new conditions.

III. AGRICULTURE.

As regards agriculture, in the days of slavery the black people of Jamaica learnt and practised, under compulsion, what their masters and teachers knew of cane and coffee and other cultivation. That knowledge has been handed down to their descendants, and so far as these products are concerned, as well as the growing of what is called bread kind or ground provisions—(that is yams, cocoas, sweet potatoes, and the like)—the black people of Jamaica may still be considered expert, except in so far as modern scientific knowledge requires to be applied to these cultivations. But as regards the numerous other products that need to be cultivated in the place of the doubtful and failing industries, the black people have everything to learn. All that concerns what may be called farming (as distinct from cane and coffee growing)—all the various things involved in the proper production and preparation for the market of the numerous fruits of the Island, and the development of minor industries, and all that concerns dairying on modern and profitable methods—all these things require to be learnt from the beginning. The people generally have no reliable knowledge and experience in these things.

IV. TRANSITIONS.

It is proverbially difficult to get an agricultural people to take up new ideas; and Jamaica people have been supposed to be worse than others in this respect. I do not think, however, that this is the case. The last few years, I think, have demonstrated the fact that there is a willingness to receive instruction and to carry out in practice any new methods which can be shown to be beneficial. The difficulty is to get a large mass of people, both adults and children, rapidly brought under instruction, in regard to new industries and methods of work, when the available resources for giving such instruction effectively are very limited;

and especially when it is remembered that the only teaching which will be effective must be accompanied by concrete examples.

V. GENERAL EDUCATION.

There is in Jamaica the old conflict of opinion as to whether book learning (as it is called) is good for working folks. There are here (as there used to be and still are in country places in England) those who believe that the only way to keep agricultural labourers to their work is to avoid giving them much education. The idea often finds definite expression in the statement that you spoil the black people for agricultural labourers and servants if you educate them; and that education helps to produce a disinclination to work on the land, and aids the tendency which leads people to flock to the towns, and try to become shopkeepers, and workers in stores, and clerks in public offices, instead of labouring planters. There is no doubt some truth in this; and it must be conceded that the tendency has been increased by the failure (since the days of emancipation until quite recently) to include in education anything but book-learning. Absolutely nothing was done in most instances here (as was also the case in England) to help boys and girls while at school to prepare directly for their future work in life; and as only a portion of the population were educated, in this sense or any other, and as estates' labour had been the equivalent for slavery, it was inevitable that the merely literary education should help the general tendency of people everywhere to avoid hard work when they could. But the welfare of agriculture and trade will not be promoted by ceasing to educate the people. Moreover those who think that they can prevent the spread of book-learning are mistaken as to the fact, and mistaken as to the good that they expect would come from such limitation of the spread of knowledge. It is not in unkindness but with a real wish to see the black people prosper, that many would keep them practically ignorant; but they are greatly mistaken in their view of the case; and so, on the other hand, are those greatly mistaken whose ideal of education is to dissociate it entirely from training in handicrafts and agriculture. Happily, after much effort on the part of some, and much indifference or opposition on the part of others, a stage has been reached at which plans have been formulated and actually brought into operation, which will gradually combine a fair amount of intellectual training in the primary schools of Jamaica, with such teaching, both theoretical and practical, as will directly help to fit the children for taking an increasingly intelligent interest in agriculture and handicrafts. While making the children acquainted with primary facts, and fostering in them from early days a love for the details of work, this newer form of school instruction will prepare them for increasing their practical knowledge at a later period, under training in the workshop and in the field. For this they will have been prepared more or less during the whole of their school life.

VI. MANUAL TRAINING AND AGRICULTURAL TEACHING.

Subjects now included in Primary Education in Jamaica.—As regards primary education, the Code has been amended so as to include (besides reading and recitation, writing and English, arithmetic and Scripture) regulations regarding manual training and agricultural science, of which the following is a summary.

Section I.—Manual Training and Agricultural Science required to be taught in the Elementary Schools in Jamaica.

- (1.) *Manual Training.*—The Primary Schools are divided for the purpose of drawing and manual occupations into three divisions, Lower, Middle and Upper. The manual occupations in each case are based on a drawing scheme. The drawing ranges from kindergarten drawing and simple mechanical drawing in the Lower Division, to freehand drawing, drawing to scale, and geometrical drawing in the Upper Division. The manual occupations based on the above course of drawing, include colour work, clay modelling, paper and cardboard modelling, and simple modelling in wood.
- (2.) *Agriculture.*—The schools are also divided into three divisions for this subject, which is intended not merely to insure that a certain amount of knowledge is acquired, but more especially to train the children in observation and inference by actual close touch with the objects and life around them. In the Lower Division a course of thirty-six lessons is given in animal and plant life, dwelling especially on the animals and plants found in Jamaica. In the Middle and Upper Divisions more advanced general science is taught, and also more agricultural science, including the formation of soils, plant food, manures, and common objects of cultivation in Jamaica. All schools are required to illustrate the teaching in Elementary Science, General and Agricultural, by experiments carried on by means of plants grown in pots and boxes.

Section II.—Advanced Course in Elementary Schools.

- (1.) *Manual Training.*—Workshops for the advanced course of manual training “Woodwork” have been established at five town centres in the island. The course includes mechanical drawing and advanced exercises in tool work. This is generally a two-year course for Standards V. and VI.
- (2.) *Agriculture and Horticulture.*—The advanced course for schools is a practical application, in out-door experiments, of the knowledge obtained in the schools. An

experiment ground of not less than a quarter of an acre must be provided in which every boy above eleven years of age must be taught practical skill in all agricultural operations. The course is open to girls. An extra grant is given for proficiency in this course.

The above manual training and agricultural teaching is being introduced as rapidly as possible into the schools; but it cannot be pushed on very quickly, because teachers require to be trained to give the proper instruction in these subjects; and comparatively few of them have yet been so trained.

VII. TRAINING OF PRIMARY SCHOOL TEACHERS.

The Education Code Syllabus for Training Colleges now requires (in addition to reading, writing, arithmetic, Euclid, grammar, geography, history and Scripture) that the following subjects be taught:—

- (1.) *Manual Training*.—The First Year Students take a course including paper folding and designing, colour work, paper and cardboard modelling, clay modelling, simplified woodwork. Second and Third Year Students take a more advanced course of drawing and manual training “woodwork” on the lines of English requirements in the same subjects. This course requires a thorough knowledge of orthographic and oblique projection drawing and the use of all the ordinary carpenter’s tools.
- (2.) *Agriculture*.—In the First Year a course of elementary physics and chemistry, preparatory to the study of the life and food of plants, and to a knowledge of the composition of soils and manures, is laid down. This course is chiefly practical and experimental, but an intelligent knowledge of the Tropical Readers is also required. The Tropical Readers are two volumes, prepared and published at the instance of the Jamaica Board of Education by Messrs. Blackie for use in Jamaica schools, strongly recommended by Dr. Morris, the Imperial Commissioner of Agriculture for the West Indies, and now in use throughout the British West Indies.

In the Second Year, agricultural science of includes advanced character is prescribed. This course a more a knowledge of the composition of the atmosphere and water and their action on plant life, the formation of soils, their cultivation, need for manures, structure of plants, plant life, germination and nutrition, together with a practical knowledge obtained in box gardening and out-door cultivation with experiments and illustrations, as in the French Scheme of Agriculture for Elementary Schools.

In the Third Year, the theory prescribed for the Second Year is amplified, and the instruction is mainly practical, the College lectures bearing upon this side of the subject. The course includes the knowledge of the proper use of agricultural tools, preparation of seed beds, sowing, transplanting, pruning, budding, grafting, destruction of insect pests, and the planting and care of common Jamaica crops.

The foregoing subjects are being thoroughly taught at the Mico College, which is practically the only one now in operation in the Island for the training of male teachers. The headmaster of the Manual Training School directs and assists the manual training at this College. The Secretary of the College, an experienced practical botanist, directs the garden operations. The Imperial Lecturer in Agriculture shares in the teaching at this Institution; and he also assists at the Shortwood and Bethlehem, and at the St. Joseph's (Roman Catholic) Training Colleges for girls, as it is deemed desirable for the female teachers to obtain as much of this instruction as possible.

VIII. THE MANUAL TRAINING SCHOOL, KINGSTON.

The Manual Training School, Kingston, is an Institution established in 1897 by the Government, and managed by the Board of Education. It was established for two purposes:—namely, to provide a model elementary school on English lines; and to be the medium for introducing educational handwork into the educational system of Jamaica. The school consists of a Boys' and Kindergarten Department with an aggregate average attendance of 450 pupils. A Girls' Department is in contemplation. A Manual Training "Woodwork" Department is a special feature of the school. The headmaster of the school is an English trained, certificated teacher, with special qualifications in manual training. He is assisted by an English-trained kindergarten mistress, and a staff of native teachers. The curriculum of the school is that prescribed in the Jamaica Code for Elementary Schools. Special attention is given to educational handwork which is carried on throughout the school in the form of kindergarten occupations, manual occupations, (drawing and colour work), and manual training "Woodwork." The latter is taken by all the boys in the school in Standard V. and upwards. Each boy receives two hours' instruction per week.

Classes for the training of teachers are held every week at the school. The subjects taken up are kindergarten, drawing and manual occupation and manual training "Woodwork." The latter class is affiliated with the City and Guilds of London Institute, and the Institute's Examination in Manual Training "Woodwork" was held locally each year, 1899-1901. The work was sent to London to be examined. At the three examinations twenty-one native teachers passed the First Year's examination, and twelve

of these went on and passed the final, thus gaining the Teacher's Certificate granted by the Institute. These teachers are being placed in charge of Manual Training centres as they are established. Four such centres have recently been opened.

All the young men under preparation to be teachers in the Primary Schools have now to pass through the training above specified. Provision is made also for teachers who had gone out from college before this training was commenced, to come to Kingston, and secure the benefits of a course of manual training. Provision has likewise been made for an annual assembly of old teachers for the purpose of giving them some training in agriculture and manual work. This takes place at the Mico College and the Experiment Station near Kingston. The present is the third year for this annual assembly. It has done much already to help existing teachers who passed through the College before agriculture was taught there; and they are thereby enabled to understand enough of the subject to enable them to teach it both theoretically and practically.

IX. SPECIAL SCHOOLS.

As regards special schools the following can be reported:— Efforts at industrial and agricultural training have long been made, with some partial success, at the Boys' Reformatory and Industrial School, and the Girls' Reformatory, at Stony Hill; the Boys' Industrial School at Hope Gardens; the Girls' Industrial School at Shortwood; the Belmont Orphanage for Girls; and the Alpha Cottage (Roman Catholic) Industrial School. Further efforts for promoting agricultural education have recently been planned on an extensive scale by Bishop Gordon (Roman Catholic); and a commencement has been made towards their realisation. In reply to my enquiries, Bishop Gordon has given me information of which the following is a summary.

The work at present is in its tentative stage, the resources available being limited. The general purpose is to train boys who have no other definite prospects in life. First of all they are taught reading, writing, and arithmetic; and have as much of agricultural education as can be obtained on a banana farm which is located near Spanish Town. Moral and religious training are an essential part of the plan. The children here are young, and have the benefit of being under the care of the Sisters who aid in the management of the Institution. The cost of maintaining the fifty inmates is met by the labour of those of them who can work.

At the age of from twelve to fourteen years it is intended to transfer them to a Pen in the parish of St. James, where they will be given the opportunity of acquiring a thorough knowledge of all that is done on Jamaica

Pens; and the endeavour will be made to give them instruction in the most advanced methods of cultivating, harvesting and preparing for the market. [Pen in Jamaica means, popularly, a grazing property and place for farming and small cultivation, as distinct from the large sugar or coffee properties.]

The final stage of the plan is, their being transferred to land which has been secured in the parish of St. Mary. They are to work there on a co-operative system, which, however, is to give facilities for their becoming proprietors. The ultimate aim is to secure "the formation of a God-fearing, hard-working, moral and religious, as well as intelligent peasantry, and to establish family life, which is the foundation of the morality, strength and happiness of a people. The first stage is accomplished, the second is struggling into existence, and the third is not begun."

It is to be hoped that this interesting experiment will secure a large measure of the success which the founder has in view.

The following projects have recently been initiated.

(1.) The establishment of a Farm School under the control of the Government, and largely meeting the needs of the better peasant class whose children will either win scholarships available at this Farm School or will pay about twelve pounds a year. The plans for this are in shape, but are delayed for lack of funds.

(2.) The establishment of a special section in connection with one of the principal schools in Vere, for manual training and the teaching of agriculture. This will probably come into effective operation soon.

(3.) Under the auspices of the Jamaica Board of Agriculture, which is an official administrative body, and also of the Jamaica Agricultural Society, which is a popular body, joint efforts are being made to give theoretical and practical agricultural instruction to adults and young people in numerous centres of the Island, by means of conversational lectures in the field with demonstrations and illustrations. Two specially trained men are thus working under the Board of Agriculture, and two others with large local general experience are giving partial services under the direction of the Agricultural Society. The aim is to popularise among the middle-aged people and the younger folks who have passed out of the schools the newer teaching and practice in all branches of agriculture. These lectures have proved very useful, and there is a growing interest in them. They effectively supplement the efforts made in the schools among the young.

X. ADVANCED TEACHING.

As regards more advanced teaching for the middle and upper classes, and for those from the lower classes, who may show special ability, there is the Experiment Station at the Hope

Botanical and Agricultural Gardens, with a defined course of instruction in the laboratory under the highly qualified agricultural chemist. This Institution is now getting into active operation. It has taken many years to secure that amount of popular interest and public support necessary to create it; but it will, before the close of this year, have methods in operation for giving (either free or at an almost nominal charge) complete technical training in agricultural chemistry and other subjects bearing on agriculture.

XI. SECONDARY AND HIGHER EDUCATION.

The Jamaica College, heretofore called "The Jamaica High School and University College," is a public institution located close to the Experiment Station. It is a high-class school of the ordinary kind, giving facilities for teaching in arts up to the standard of securing degrees from the University of London. But it has long aimed at developing a scientific side, with special reference to interesting boys in agriculture, and in the case of some (at the later stages of their education) securing for them special agricultural training at the Experiment Station now at last being established; and also to prepare some boys for taking the full technical course there. The Jamaica Schools Commission, which manages this Institution, has also close relations of general supervision to a number of endowed schools in the Island, and is endeavouring to foster developments of scientific and practical teaching in all of them, with a view to the better fitting of the more advanced section of the community for higher technical training in Jamaica and elsewhere.

XII. CONCLUSION.

These various efforts for modifying the instruction given to the young people of Jamaica, of all classes, are now passing out of the controversial and tentative stage into the practical and effective. There are still some persons who condemn the education being given; but these are chiefly persons who are not aware of what has been done to modify the system in all schools and in all grades of education during the last three or four years; or else they are persons who think it possible to teach nothing but trades and farming in schools. The endeavour is being made to secure thorough development of the intelligence of the children generally, with special stress upon those parts of ordinary book learning that are likely to be of most use to working folks; and to add those mental and practical preparations which are possible to be given in ordinary schools whereby mental tastes and physical aptitudes will be developed, and an interest created in the subjects which the pupils have to take up and work at later on. It will be a more wholesome training than the mere book learning of the past; and there is only one reason why the actual attainments in book learning should not be better than heretofore. That reason is the unfortunate restriction, at present, of educational advantages generally through

lack of public resources. Six years ago the schoolable children of Jamaica were provided with such opportunities of education as secured a fairly good attendance of a little more than one-half of them. Now not more than two-fifths are attending with any reasonable regularity. The present writer, conscious of the inability of the State to expend a theoretically adequate amount of money for the full education of the people, has long been an advocate of a system of compulsory attendance that would bring all the children into the schools with regularity for a period of (say) six years, and for making the teaching therein given as practically effective as possible. The arrangements for making the teaching good and practical are being matured as fast as it is reasonable to expect. But the number of schools has been reduced, so that facilities for easy attendance in country districts are less: the number of years during which children may attend the schools at public expense has been reduced; but there is no compulsion, so that the attendance is casual and limited. This must be altered, or the advantages of the better methods will be lost to Jamaica, because of the comparatively small number of children getting the full benefit of them.

Limits of space do not allow of my going fully into some further matters of considerable importance affecting the subject of this paper. I can only in conclusion mention two or three of them. There are in existence provisions whereby clever boys and girls can get scholarships from the Primary Schools to existing advanced Institutions. The creation of a few Trade and Farm Schools will probably take place when there are more public resources available. And I hope that in some important centres continuation schools will be created, to be supported partly at public expense and partly by fees of scholars; and that special advantages will be given therein to bright boys and girls, and some increased facilities also for technical education.

E. JAMAICA.

Archbishop of the West Indies.

Kingston, Jamaica,

23rd July 1902.

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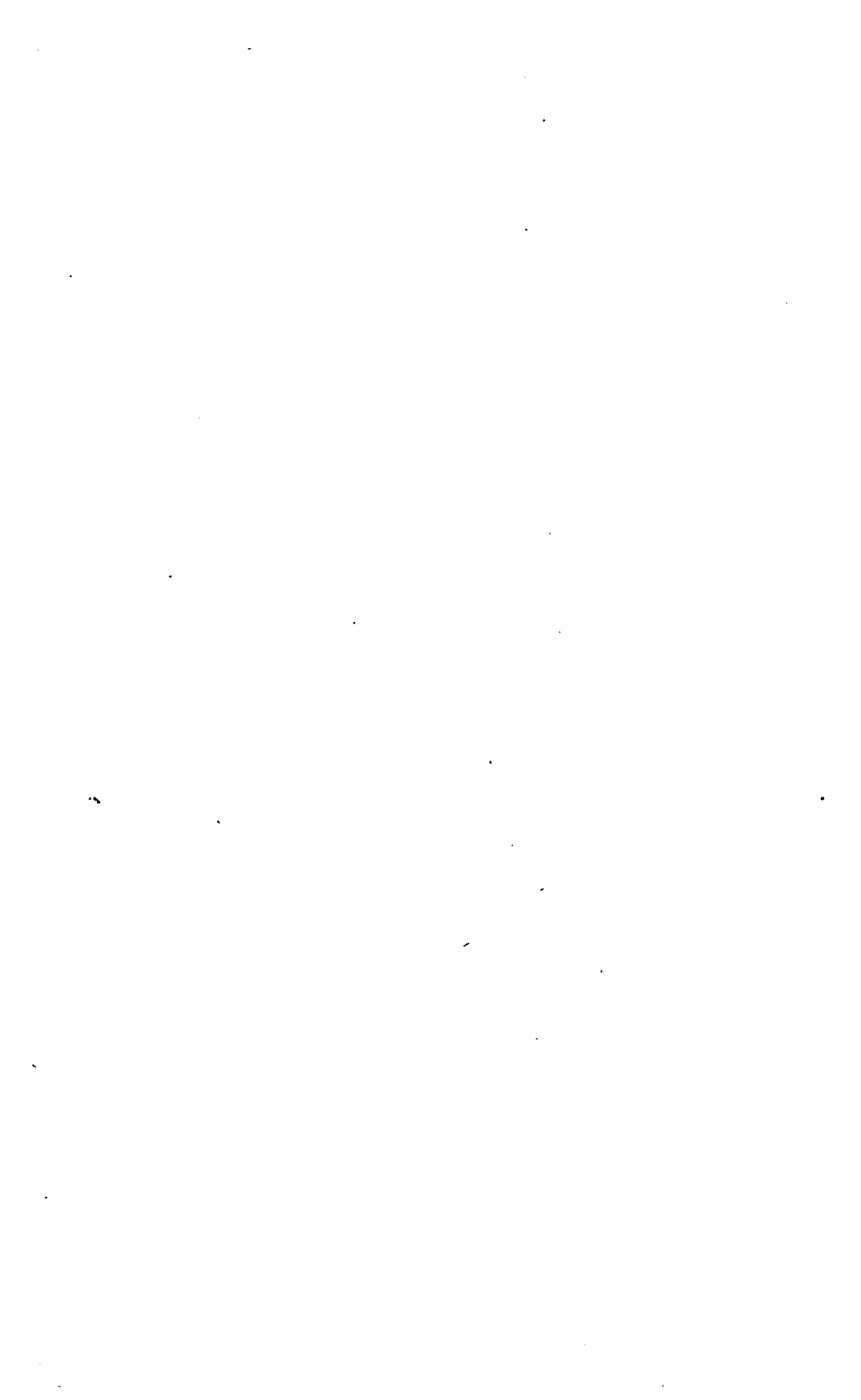
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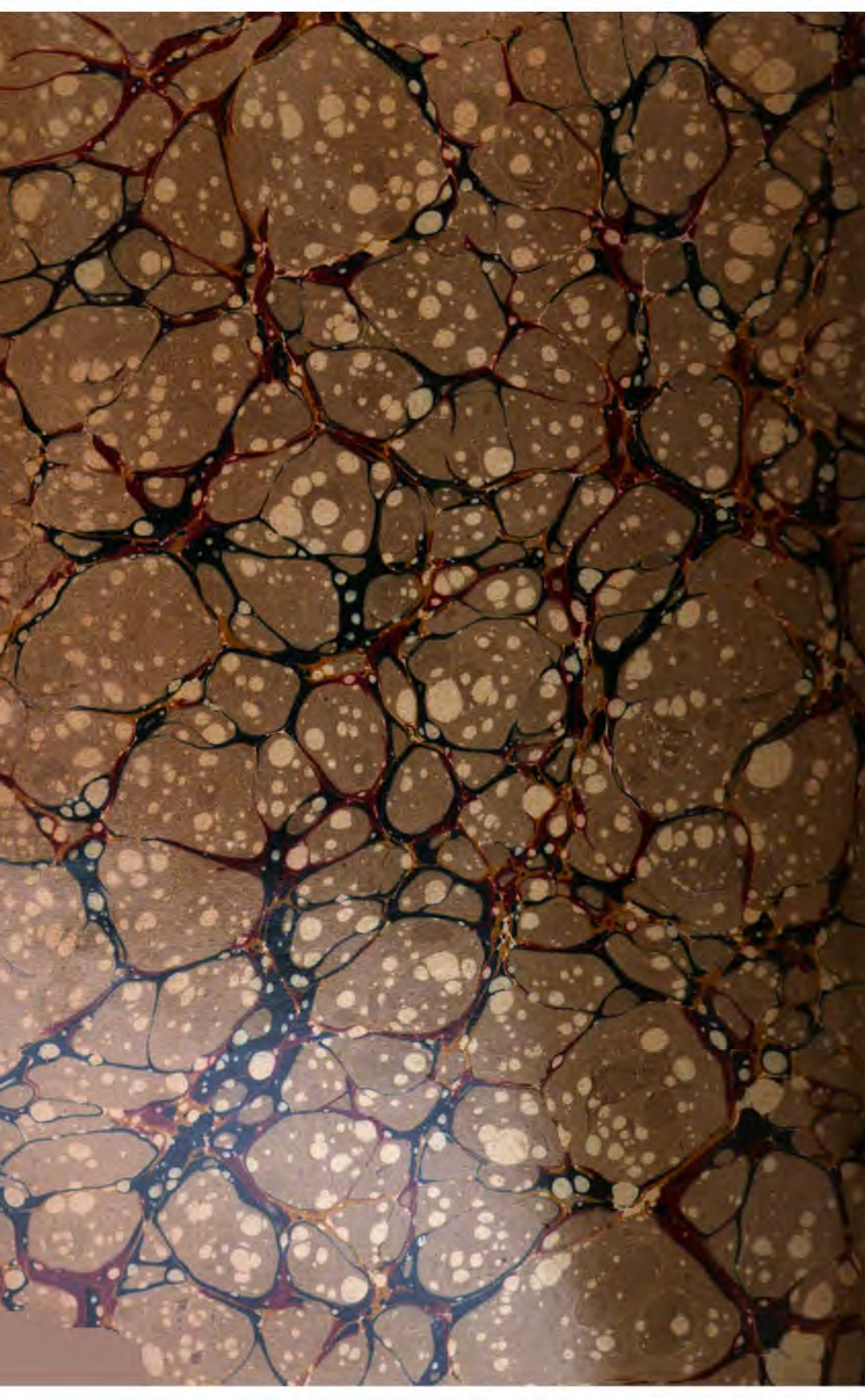
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